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ABSTRACT

This document contains materials about and from the School-to-Work for Lancaster County Adults program. This program was a special demonstration project designed to develop a school-to-work (STW) model for adult learners. In an alternative high school setting, the program combined academic instruction, career exploration and planning, and employment skill development through a mix of work-based and service learning. The final project report details how 18 of the 24 students enrolled in the high school-level STW program, which was altered to "front load" the STW and service learning experiences included in the program and which featured an open-entry/open-exit design based on self-paced, competency-based learning. Appendixes constituting approximately 90% of the document contain the following: follow-up survey for noncompleters; STW self-paced materials (progress form, learning activities, student handouts, and core skills list for lessons on communication skills, personal appearance and presentation, human relations skills, code of conduct at work, time management and organizational skills, safety, general computer and equipment skills, and career exploration and awareness); service learning group workshop materials; service learning service site materials; and materials from a career development conference presentation, "School-to-Work Strategies for the Adult Learner" (Diane Tyson, Rhonda Rumbaugh). (MN)

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ED 427 229

FINAL REPORT
School-to-Work for Lancaster County Adults

Program Year 1997-98

Special Demonstration Project
Number 98-8011

Grant Amount - $ 22,816.00

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PROJECT No.: 98-8011

Grant Recipient:
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Project Name:
School-to-Work for Lancaster County Adults

Grant Allocation:
$22,816.00

Project Period
July 1, 1997 - June 30, 1998

Project Purpose:
The project proposed to develop a school-to-work model for adult learners in an alternative high school setting. The model combined academic instruction, career exploration and planning with employment skill development that included work-based and service learning. The high school program was altered to "front-load" the school-to-work and service learning experiences.

Project Outcomes:
The school-to-work concept was unfamiliar to all adults. All sought out the Lancaster County Academy program for academic reasons, not career direction. A total of 44 adults made initial application for the project, with 24 enrolled. Two students who entered in the earliest phase of the project did complete the school-to-work and service learning experience and also the credits needed to earn a regular high school diploma. Intermediate Unit 13 will sponsor adult students for continuation in the diploma program. Six are eligible to continue with space available for four additional students.

Impact:
The strong local economy certainly had an impact on the project. With low-skill, entry level jobs available there was little sense of urgency in many students. Lack of regular attendance was the main reason for failure. Business and industry contacts increased and solidified with the addition of adults to the Academy program.

Products Developed:
Workshop presentation materials for "School-to-Work Strategies for the Adult Learner" and school-based employment and career materials for classroom use.

Project Continuation:
Six students did not complete the program, but are eligible to continue under the sponsorship of Intermediate Unit 13. The school-to-work and service learning components will be required for graduation, but students will not be obliged to complete these components before other academic responsibilities.

Conclusions/Recommendations
The school-to-work concept is still unknown to many adults. A sustained marketing program, both locally and regionally, is essential if the concept is to be easily recognized by adult students, and even employers. Adult high schools, with school-to-work integrated in the curriculum, works for a small, specific target audience. However, school-to-work moneys targeted to the larger adult population would be best utilized in a post-secondary environment, where adults have already made clear career choices. Other public facilities, such as libraries and community centers are recommended for adult school-to-work activities.

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TABLE OF CONTENTS

Introduction	4
The Problem Identified	6
Goals and Objectives	7
Procedures	8
Results	13
Dissemination	19
Conclusions and Recommendations	19
Follow-up Survey for Non-Completers	Appendix A
School-to-Work self-paced materials	Appendix B
Service Learning workshop materials	Appendix C
Service Learning site materials	Appendix D
Strategies for the Adult Learner Career Development Conference Materials	Gray Folder/Back Pocket

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School-to-Work for Lancaster County Adults

Special Demonstration Project
Project Number 98-8011

INTRODUCTION

The objective of the special demonstration project was to develop a school-to-work model for Lancaster County adult learners. The School-to-Work Opportunities Act of 1994 required the participation of all students, but programs for out-of-school youth usually targeted the 16-21 year old population, not the true adult learner. A true school-to-work program included school-based learning, work-based learning and activities that connect the two. The Lancaster County Academy proposed to develop a program for adult students that combined career planning, employment skill development, work-based learning and academic instruction. A high school diploma was awarded if all required program components were completed.

The Lancaster County Academy is an experimental/alternative high school diploma program, serving the high school dropout population. The program is housed in a large regional shopping mall and operates under an open entry/open exit design. The Academy operates year round and during the regular school year evening hours are available Monday through Thursday. The learning is self-paced and competency-based, with each student receiving an individual education plan outlining courses required for a diploma. The special demonstration project asked adult students to give priority to the career

exploration, work-based and service learning component, and put less emphasis on academic coursework in the beginning stages.

All Academy staff were involved with the project. An additional tutor was hired to help with the expected increase in the school population. The School-to-Work/Service Learning Coordinator was responsible for out-of-classroom placement and monitoring with business and service learning partners.

The goals and objectives were closely intertwined with the school-to-work component of the program and met with both successes and failures. This report is useful to teachers and counselors of adult learning programs, both academic and job oriented. Also, local school-to-work partnerships who have not addressed the needs of out-of-school youth or adult populations will find helpful suggestions when considering school-to-work activities and involvement for the adult community. The final project report can be borrowed by contacting:

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The Problem

The record high dropout rates for the Lancaster County school districts in the early 1990's indicated the need for an alternative learning environment to recapture those who abandoned the traditional education system. The Lancaster County Academy was formed in 1993 by a consortium of Lancaster County school districts to give high school dropouts a second chance to earn a regular high school diploma. In addition to traditional academic courses, the Academy emphasized work-based skill development. Many high school dropouts find entry-level, low-skill, low-wage employment, with little or no consideration given to a career path. The Academy program blended the academic diploma requirements with career exploration and development and required out-of-classroom work experiences in both for-profit and non-profit businesses and agencies.

The School-to-Work Opportunities Act of 1994 requires that all students be served in a school-to-work framework. The Lancaster County Academy had been very active in the Lancaster County School-to-Work Partnership. Through this involvement it became evident that the local employers would benefit from the inclusion of adult learners in the school-to-work system. The adult learners did not present child labor and legal issues that frequently interfere with regular high school work-based learning programs.

Academic programs for adults (primarily GED classes) focus on skills needed to pass the GED test, and do not have a sustained career exploration and development component. Job training programs are usually of a short duration and focus on skill-specific training. Some job training may include specific academic remediation and

instruction that is particular to the job. Job training programs usually do not include long range career planning or "all aspects of an industry" as a featured component. Most focus on immediate placement in the workforce with little consideration for long term career success.

The project sought to help adults develop transferable employability skills and a start on a career path job in addition to completing a needed math and English course that was credited towards a diploma. The adult school-to-work students did not have the initial academic options available to the regularly enrolled Lancaster County Academy student.

Goals and Objectives

The Academy's goal is to graduate "work ready" citizens, with emphasis on work-based skill development and utilization of service learning as a school-to-work strategy. The objective of the grant was to extend the program with some modifications to the over age 21 population. The specific goals for the adult learners included:

1. Pre and post testing of academic skills
2. Individual education plans based on previous high school transcripts
3. Pre and post employment skills assessment
4. Career exploration and labor market awareness
5. Development of core employability skills
6. Work-based learning experiences at for-profit businesses and non-profit agencies
7. Work Keys assessment
8. Exposure to post-secondary education program, occupational training and employment opportunities

Procedures

The special demonstration project began with recruiting students and an additional staff tutor. The Academy maintained a list of adult learners who expressed interest in the program. Also, the local Office of Assistance and the Lancaster Employment and Training Agency were notified of the program for identification of potential students. The admissions process included application, testing, request for records, orientation and admission to classes. Prospective students were required to come directly to the Academy to fill out an application. Applications were not mailed or given to third parties for distribution. The purpose was to have the individual applicant see the program site, meet staff members, and ask appropriate questions before formally applying.

Adults who completed applications were scheduled for pre-testing to determine math and reading skills. Testing was available at least once a month and at two different times (i.e. morning and evening, afternoon and evening, morning and afternoon). Testing was also scheduled at least one week in advance to allow for childcare arrangements and work schedules to be accommodated. A reminder phone call was placed the day before testing was scheduled.

The Test of Adult Basic Achievement (TABE) was used for screening. A minimum 7th grade level as measured by the TABE Level A Test 2 (comprehension) and Test 3 (math computation) was required for admission and could insure a reasonable chance for success in the program. At the conclusion of the TABE test, a writing sample was requested. The sample, from one of eight suggested topics, was to be 3 paragraphs in

length. Applicants who did not meet pre-test requirements were referred to Adult Basic Education classes, the Lancaster Literacy Council and other community based tutoring programs for remediation. Applicants who sought remediation were given the option of retesting at a later time.

Applicants who met the test requirements were asked to complete a "Request for Records" form that was sent to the last school attended to secure academic records. An education plan, outlining the credits and courses needed for a diploma, was prepared. An initial orientation session with the Program Director was scheduled before the student started classes. Academy policies and procedures were explained, the education plan reviewed, and schedules were confirmed. Flexible scheduling accommodated work and family obligations. A minimum of 15 hours per week attendance was required, but additional participation was strongly encouraged. Failure to attend regularly or chronic lateness jeopardized enrollment. All students were required to sign a contract in which they agreed to attend classes regularly, work on their individual plan and obey the rules and regulations of the Academy. Failure to abide by the signed contract resulted in dismissal from the program.

The Lancaster County Academy required 21 credits for a diploma to include 4 credits in English, 4 credits in Math, 4 credits in Social Studies, 4 credits in Science, 1 credit in Health/Physical Education and 1 credit in Reading. In addition, all Lancaster County Academy students were required to complete "School-to-Work" and "Service Learning" credits for a diploma. The school-to-work and service learning credits, and one

math and one English credit comprised the initial education plan of school-to-work adults. Other Academy students had the freedom to choose to work on any of the courses listed in the education plan.

The school-to-work credit encompassed three areas: school-based learning, work-based learning and connecting activities. Much of the school-based learning, based on TRAC materials,[1] was self-paced and self-directed, with some integration in the regular academic curriculum. The connecting activities included guest speakers from business and industry or post-secondary institutions, and a group project with a business focus. The work-based learning consisted of a 40 hour extended job shadow and, in some instances, the service learning experience.

The school-to-work credit consisted of an initial interview with the school-to-work coordinator to review work history, work attitudes and career objectives. The "Work Readiness/Employability Skills" section consisted of self-paced worksheets (see addendum) which were supplemented with guest speakers from business or industry and small group workshops. Included in these activities were work-related topics such as time management skills, interviewing skills, dress requirements, customer service skills, workplace telephone etiquette, employer/employee relationships, work place safety and

[1] Many school-to-work materials used at the Lancaster County Academy are identified as TRAC materials. TRAC -Training for Retail and Commerce- is a school-to-career model that was designed primarily for retail and service sector training. The Lancaster County Academy has expanded the TRAC model to include other sectors of the Lancaster County economy. TRAC materials and competencies are now referred to as "school-to-work".

decision-making skills. Goal setting was also emphasized with short term and long term goals identified.

The Career Exploration and Awareness section included self assessments using computer software that included Career Paths and the Berkeley Personality Profile "Who Do You Think You Are" and the Occupational Outlook Inventory. Students were then asked to write a career choice statement using the information from these assessments. The Work Keys test was also administered to students in January, February and June. Work Keys tests administered included Reading for Information, Locating Information, Applied Math, Writing, Listening and Applied Technology. The Teamwork and Observation tests were not administered upon the advise of the local Work Keys Test Center, due to the lack of local demand for this information. The Work Keys assessment allowed students to document their workplace skills and assess their skill level with reference to their career objective. Students were encouraged to include the Work Keys test results in their resume if appropriate.

Once a career was identified, the student researched the Labor market statistics for that occupation. Students were also required to conduct an informational interview with a minimum of 15 questions for someone in their chosen profession. The informational interviews were conducted in person, by telephone, by mail and by e-mail. Students then were asked to suggest options for placement in a business or industry for the extended job shadow.

Students were given the opportunity to tour businesses and industry and to visit the Lancaster Job Center. Group tours that were conducted during the 1997/98 school year included: The Lancaster Job Center, AMP, Inc.(electronics), Smucker Interior Systems (drywall contractor), Diversified Data Systems (call center for PennDOT), Cyberwarehouse (computer retailer), High Industries (steel and concrete manufacturing), Lancaster General Hospital (diversified health occupations), Donsco, Inc. (metal foundry), Farfield Company (mechanical contractor), WGAL-TV (local television station), Kellogg's (cereal manufacturer) and the Private Industry Council Spring Job Fair.

Work-based learning placements were preceded by a mock-job interview. Students prepared a resume and cover letter and practiced their interview skills before the work-based placements were arranged. Most work-based employers conducted an interview before the job shadowing commenced. The 40 hour commitment was flexible to accommodate both employer and student schedules. Upon completion of the job shadow, the business partner was asked to assess the student's work skills, work habits and work ethics. Students were also required to send a thank you note upon conclusion of the job shadow.

The Service Learning credit was also "front-loaded" in education plan of each participant. The Service Learning experience evolved over the past several years as a viable school-to-work strategy for Academy students. The credit required two in-house workshops (see addendum for materials). The first Service Learning workshop emphasized and reinforced appropriate workplace behaviors. The second further

identified skills, talents, abilities and personality through the Holland Self Directed Search and the Myers-Briggs Type Indicator. Students then volunteered for at least 60 hours at a non-profit or public agency. Students were encouraged to seek a partner that would further their career goals, however, other personal interests could be explored through the service experience. The service course also required a personal journal and a reflective essay upon completion of the required hours. The non-profit partner was also asked to assess the student's work skills, work habits, and work ethics.

The math and English credit to be "front-loaded" was determined in the orientation interview with the Program Director. Consideration was given to past high school credits earned, pre-test scores and potential career path. Mathematics courses available included: Introduction to Math Concepts, Consumer Math, Financial Matters, Algebra/Geometry, and Applied Math. English courses available included Grammar and Writing Skills, Principles of Writing, Applied Communications, Business English and Advanced English Topics. The self-paced courses required students to meet a minimum 80% mastery of unit material and in most cases required a course mastery test be passed at an 80% or above level.

Results

A total of 46 applications were received during the grant period with 5 additional applications received after June 1, 1998, that were not factored into statistics. Two of the 46 applicants did not pass the pre-test screening and were referred to other programs. An additional 19 applicants did not complete the application process. Nine applicants could

not be reached because the telephone number on the application was out-of-service. In these cases a post card was sent to the applicant requesting that they call the Academy to schedule a testing time. There was no response from this mailing. Ten applicants failed to come for testing on two separate occasions. Two applicants passed the testing, requested school records but failed to attend the initial orientation session required.

A total of 23 students completed the application process. Test scores were within the recommended range of 7th grade or higher on the TABE Level A for all but one student. Carlos T. was admitted with a verbal score of 6.1. He left school three years ago late in his senior year in Puerto Rico. His interview with the Director and his writing sample indicated to the staff that his verbal skills were better than test scores indicated, and that language issues were the reason for low verbal test scores. He was admitted on a conditional basis, with a 30 day probation period.

All LCA students were required to sign a daily attendance sheet (a quick attendance reference) and also log in and out at a computer station (to monitor the length of time in class). Attendance expectations were work-like, with absences and lateness required to be reported by telephone. Regular attendance was crucial to success, because the out-of-class experience was initiated in the earlier stages of enrollment as compared to the regular Academy student experience. In order not to alienate business and agency partners, the School-to-Work Coordinator only placed students that had demonstrated a regular attendance pattern and a commitment to the program, in job shadows or service sites.

Of the 23 students admitted to the program, 2 students, Melissa E. and Deena M., completed the school-to-work phase and also completed the additional credits needed to graduate. Both were awarded a high school diploma on June 7, 1998. Melissa E. had earned 14 5 credits in high school and needed 7 credits from the Lancaster County Academy to graduate. She was the mother of a 6 month old son, and was interested in a non-traditional job, perhaps in manufacturing. She completed her school-to-work experience with United Parcel Service in the shipping/receiving area. For her service learning experience, Melissa was a literacy tutor in a local elementary school. Her project was to organize a book drive, with the collected materials donated to the local shelter for abused women. Melissa was chosen as a graduation speaker for the commencement ceremonies. She is now currently employed full time in the manufacturing sector.

Deena M. left school at 18 when her family moved to a different state. She met and married her husband, who had encouraged her to finish high school so that she could go to college to major in elementary education. Deena had earned 15 credits in high school and needed an additional 9.5 credits to earn a Lancaster County Academy diploma. Shortly after admission Deena found out she was pregnant. Her baby was due in early July, and Deena made an effort to complete the program before giving birth. With teaching as a career goal, Deena spent her school-to-work and service experience at a local elementary school. She had a very successful placement, but, at the advice of her doctor, had to cut short her placement because of an outbreak of Fifth's Disease. Deena as her project, sought resources for the Academy career library by contacting numerous local and national trade organizations for reference materials. Deena completed all

requirements for a diploma on Friday, June 5, 1998. Her baby, born 3 1/2 weeks premature, was delivered on Saturday, June 6, 1998. As a consequence, she was unable to attend her graduation on Sunday, June 7, 1998. She has the opportunity to participate in the next Academy graduation. She plans to attend Harrisburg Area Community College beginning in January 1999, working towards an education degree.

At the end of the grant period, six students were still actively enrolled in school. All were in various phases of completion. One student, Carlos T., completed the school-to-work phase and needed to complete 2 courses for his diploma. United Parcel Service provided his school-to-work experience. He was a driver's assistant during the peak Christmas holiday period. His experience at UPS was so positive that he was offered part-time employment at the conclusion of his school-to-work experience. Carlos chose to participate as a Literacy tutor as two different elementary schools for his service experience. Again, he had excellent work ratings from his site supervisors. His intention was to continue to work at UPS until he saved enough money to enroll in a computer training program. Another student, April M, also completed the service learning portion of the program and was seeking a school-to-work experience that was related to childcare. Four other students, Yia M., Christian S., Richard B., and Gwen M., were admitted in March and April and were concentrating on the school-based learning, and career exploration phase. All will be eligible for the school-to-work and service experience in the early fall of 1999.

The active students, with the exception of Yia M. were tested in Work Keys. Six of the individual Work Keys tests were administered. The Teamwork and Observation tests were not given at the advice of the local test center, as the local companies who had job profiles were not identifying these as needed. Work Keys results were as follows:

Test	Rick B.	Melissa B.	Melissa E.	Carlos T.	April M.	Deena M.	Chris S.
Read for Info (Levels 3-7)	4	3	5	4	6	6	4
Applied Math (Levels 3-7)	5	4	4	4	5	4	5
Listening (Levels 1-5)	3	3	2	2	3	3	3
Writing (Levels 1-5)	3	3	3	2	3	2	2
Locate Info (Level 3-6)	4	3	4	below 3	4	4	5
Applied Tech (Level 3-6)	3	below3	below3	below3	3	below3	below3

For the most part LCA students tested in the middle range of the test levels. The exception was the Listening test and the Applied Technology test. The results for the adult students was similar to the entire testing group. The self-paced environment of the Academy's academic program did not promote listening skill development. Because of the Work Keys results, changes in the English curriculum will be made to address this crucial work skill. The Applied Technology test also had most of the LCA students scoring below the first level, and this again, was expected. No "hands on" technical training existed in the curriculum. Technology instruction needs to be addressed through specific training or technology classes.

Only Melissa E., Deena M and Carlos T. were eligible to post-test in Work Keys, as they had completed the school-to-work phase. All three were not available to take the test when it was last administered, but are eligible and requested to schedule their post-testing in September 1998.

Unfortunately, 15 students were withdrawn before completing the school-to-work phase. One student, Kathy W., resided in an assisted living group home. She was actively enrolled for about 3 weeks. Although she had the academic potential to succeed, the requirements of the group home program were often in conflict with Academy attendance. She also struggled with the self-paced environment. Both Kathy and the staff concluded that the program was not right for her at the time. Another, Jennifer H., was incarcerated after attending four months. The other 13 students failed to attend regularly after the second week, and by the fourth week had stopped coming all together. When attendance slacked off, a post card was sent to remind the student of the attendance policy. After a week of non-attendance a formal letter was sent outlining the consequences of not returning to the program and asking if we could offer assistance with any barriers to attendance. Unfortunately these 13 did not respond to either mail or phone calls and were subsequently withdrawn from the program. After 60 days of withdrawal, a follow up questionnaire (see addendum), with an enclosed self-addressed, postage paid return envelope, was sent to each non-completer. None was returned.

Dissemination

The Director and School-to-Work Coordinator presented a workshop "School-to-Work: Strategies for the Adult Learner" at the Career Development Conference held in Harrisburg on April 28, 1998. The workshop was attended by 22 people, with audience members from vocational schools, job training programs and social service agencies. The workshop highlighted the Lancaster County Academy model, and the NOICC (National Occupational Information Coordinating Committee) Career Development Guidelines. Special attention was given to methods to recruit businesses for school-based, work-based and connecting activities. An adult population is more desirable for employers, especially if the potential applicant/job candidate has demonstrated work skills in the classroom. Workshop materials are included with this final report.

Conclusions and Recommendations

The strong local economy had a major effect on the outcome of the program. During the grant period Lancaster had the lowest, or second lowest reported unemployment rate in the state, around 2.5%. It is suspected, but not confirmed, that students who did not follow through with the admissions process had found satisfactory employment and therefore did not see the need for career planning, unpaid work experiences and academic learning. All students admitted to the program, with the exception of Deena M., April M. and Kathy W., were working while enrolled. Many were working full time, and many were often requested to work overtime.

Because of the tight labor market, the business community maintained interest in the school-to-work concept. The Academy's school-to-work coordinator had inquires and offers from many businesses that we could not match with a student who expressed a similar interest. Most of these were in the building trades. The business community lauded our aggressive attendance standards, as that is what is expected in the workplace. The school-to-work job shadow experience also gave both student and employer a chance to explore employment possibilities without long-term commitments from either party.

Alternative high schools, such as the Lancaster County Academy, should certainly include adult students. The adults who make a serious effort to finish high school are good role models for the 16 or 17 year old who are at risk or who have abandoned their education. The more extensive work experiences of adult students make group workshops more meaningful and provide a synergy with the younger, emerging worker. Adults, hearing the experiences of new, first-time workers, also remember what it was like when they first started working.

The staff also recommends that future adult students be given the same academic freedom as other students, and to not "front-load" the school-to-work and service experiences. Although the requirements for the school-to-work, service learning, English and Math credits was exactly the same for the traditional students, the adults students resisted the constraints put on their individual education plan by requiring these credits be completed first. This was especially true if they entered the program with a clear idea of a future career goal.

School-based materials for adults must assume that students have previous work experience. Attention should be focused on reasons for the success or failure of past jobs, work issues of which students have personal knowledge (sexual harassment, discrimination, drug/alcohol issues, unfair labor practices, employer/employee rights) and the use of labor market information when making job changes.

Future school-to-work programs for adults are viable. School-to-work should not only be for those without a diploma. Although the Academy project targeted adults without a high school diploma, many high school graduates in their early 20's do not have career goals or direction. The connecting activities are a good "lure" to get these young adults interested in career exploration, academic and technical skill improvement and employment skill development. Business speakers, plant tours, mock-job interviews should be available to a broader public, on a more "casual" basis. Employers should be encouraged to make information about career paths in their business or industry, along with their particular company, available to current employees. Internet chat forums and electronic mail can be utilized to develop career advisors and mentors for those who have childcare and transportation barriers. School-based career libraries should have evening hours to make career resources available for adult use. Drop-in academic centers, open to anyone, can be available for academic and work skill assessment and math and writing skill improvement.

Post-secondary schools such as community colleges and state universities, or public facilities such as libraries and community centers, can be the focus of adult and community-based school-to-work programming. However, the programs and activities

will not be utilized to the maximum extent without advertising its availability, and implementing an extended marketing plan to sustain the effort. Local school-to-work partnerships should be strongly encouraged to include the adult population when planning and implementing their school-to-work system.

APPENDIX A

Lancaster County Academy
Follow-Up for Non-Completers

Return as soon as possible in enclosed stamped envelope

Name:_____ **Age:**_____ **Today's Date:**_____

Current Address:_____

Lives with: Self Spouse&children Children Boy/Girlfriend Parent/Relative Other friends

Number of dependents:___

Current Employment Status

Name of Employer:_____JobTitle:_____

How long have you worked for this employer?_____ Number of hours per week_____

☐ I am currently unemployed

Reason for leaving the Lancaster County Academy ***Check all that apply***

☐ Work conflict - Explain:_____
☐ Lack of child care
☐ Lack of transportation
☐ Medical reason - Explain:_____
☐ School work too difficult
☐ Did not like self-paced classes
☐ Other - Explain:_____

Please answer the following questions honestly. Use the back of the page if you need more space.
What was the best thing about LCA?

What should LCA change?

What could LCA have done to have kept you in the program?

Do you plan on returning to finish? NO or YES When?

Have you taken the GED test?

When:_____ Where:_____ Did you pass? YES or NO

Scores:_____

Additional Comments:

APPENDIX B

School-to-Work
(TRAC)
Self-paced materials

Lancaster County Academy
TRAC Progress Form
Level 1

Name: _____ ID# _____

☐ **Initial Evaluation**

I. OFF-THE-JOB TRAINING

A. Work Readiness - Employability Skills

1. *Time Management and Organizational Skills*
- ☐Use of daily, weekly, and monthly planner
- ☐Short & Long Term Goals worksheet (THIS IS A 3 MONTH PROCESS)

2. *Communication Skills*
- ☐ Effective Communication Skills worksheet
- ☐Written Communications (See Business English)
- ☐Basic Body Language
- ☐Cultural Diversity

3. *Personal Appearance and Presentation*
- ☐Basics of Personal Hygiene
- ☐Dress for Success

4. *Human Relations Skills*
- ☐Basics of Customer Service
- ☐Positive Attitude
- ☐Conflict Resolution

5. *Code of Conduct at Work*
- ☐Basics of Work Appropriate Behavior
- ☐Off-the Job Behavior
- ☐The Problem of Employee Substance Abuse

6. *Applied and Personal Math*
- ☐Personal Budget
- ☐Business Accounting Terms
- ☐Review of Business Math

7. *Safety*
- ☐Safety in the workplace
- ☐Correct Lifting Demonstration
- ☐Health and hygiene standards
- ☐ Sexual Harassment

8. *Employee Relations*
- ☐Rights and Responsibilities of Employees and Employers
- ☐Overview of anti-discrimination, EEO, and affirmative action
- ☐The roles of unions and employee organizations

9. *General computer & office equipment skills*
- ☐Computer use (see Business English)
- ☐Knowledge of how computers are used in business

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TEST - PART A _____

B. Career Exploration & Awareness

1. Career Assessment

☐Interest Inventory

☐Career Choice Statement

2. Career Information

☐ Occupational Clusters information

☐PA Jobs worksheet

3. Career Exploration

Career:_____

☐Information interview (See Business English)

☐Planning worksheet

4. Goal Setting

☐5 year plan, 1 & 2 year strategies

II. On The Job & Project Training

A. Internship

☐Timesheet

☐Report/Presentation

B. Projects

☐Report/Presentation

☐Worksheet

C.Workshops/Guest Speakers/Job Shadowing Experiences

A minimum of 6 experiences. Guest speakers are MANDATORY.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

D. Job Preparation

☐Mock interview

☐Resume, cover letter, and thank you letter (See Business English)

☐Employment Information Summary

☐References

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NAME: _____

Set and Make Your Goals - 1

Learning how to set and achieve goals is an important step in your career growth and in other aspects of your life. In the following activities you will learn how to set goals, work towards meeting those goals, and how to evaluate the goals you have set and your success in achieving them. These activities will require you to track your goals for 3 months. You must meet with a staff member each month to review your progress.

Today's Date: _____

1. Name one thing that you want to accomplish in the next **3 months** from any aspect of your life.
   (Hint: try to identify a goal that you can evaluate later to determine if you were successful in reaching. Ask yourself ....."can I tell whether this goal was met or not?)

   _____
   _____
   _____

2. Identify two goals in TRAC that you want to accomplish in the next month.
   1._____
   _____

   What do you need to do to accomplish this goal?

   _____
   _____
   2._____
   _____

   What do you need to do to accomplish this goal?

   _____
   _____

3. List <u>five</u> smaller assignments or tasks in TRAC that you plan to complete in the next <u>two</u> <u>weeks</u> that will bring you closer to achieving one of your two goals for the month. Indicate how much time you think you will need to complete each one. *(You may need to go look at the TRAC file cabinet to answer the second part of this question.)*

1. _____

Estimated time needed to complete: _____

2. _____

Estimated time needed to complete: _____

3. _____

Estimated time needed to complete: _____

4. _____

Estimated time needed to complete: _____

5. _____

Estimated time needed to complete: _____

SUBMIT COMPLETED FORM TO TRAC COORDINATOR FOR APPROVAL AND SET APPOINTMENT FOR NEXT MONTH

STRAND: Core
TASK AREA: Time Management and Organizational Skills
SKILL: **5.09 Long Term Goals**

NAME: _____

Set and Make Your Goals - 2

In this second stage of goal setting you will review your original goals, evaluate your progress in achieving them and set some new goals.

Today's Date: _____

1. Of the five small tasks and assignments in TRAC that you set last month, how many did you complete? _____ Which ones?

   _____
   _____
   _____
   _____
   _____
   _____

2. Did you schedule time appropriately for these goals? Too little? Too Much? _____
   _____

3. Of the two main goals for the entire month, which did you accomplish?

   _____
   _____

4. Of the goals you did not accomplish, why didn't you? *(check appropriate answer)*
   1. My interest changed after setting the goal. _____
   2. I didn't schedule enough time to finish the goals. _____
   3. I got distracted by other projects and assignments. _____

5. What progress have you made on your 3-month goal? What problems have you encountered? _____
   _____
   _____
   _____

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6. Identify <u>two</u> goals in TRAC that you want to accomplish in the next <u>month</u>. *(These can be goals from last month that were not completed.)*

1. _____

_____

2. _____

_____

7. List <u>five</u> tasks or assignments in TRAC that you plan to complete in the next <u>two weeks</u> that will bring you closer to achieving one of your two goals for the month. Indicate how much time you think you will need to complete each one. *(You may need to go look at the skill plan in the file cabinet to answer the second part of this question.)*

1. _____

Estimated time needed to complete: _____

2. _____

Estimated time needed to complete: _____

3. _____

Estimated time needed to complete: _____

4. _____

Estimated time needed to complete: _____

5. _____

Estimated time needed to complete: _____

Submit completed form to TRAC Coordinator and schedule appointment for next month.

TASK AREA: Time Management and Organizational Skills

SKILL: 5.09 Long Term Goals

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NAME: _____

Set and Make Your Goals - 3

In this second stage of goal setting you will review your original goals, evaluate your progress in achieving them and set some new goals.

Today's Date: _____

1. Of the five small tasks and assignments in TRAC that you set last month, how many did you complete? _____ Which ones?

   _____
   _____
   _____
   _____
   _____

2. Did you schedule time appropriately for these goals? Too little? Too Much? _____
   _____

3. Of the two main goals for the entire month, which did you accomplish?

   _____
   _____

4. Of the goals you did not accomplish, why didn't you? *(check appropriate answer)*
   1. My interest changed after setting the goal. _____
   2. I didn't schedule enough time to finish the goals. _____
   3. I got distracted by other projects and assignments. _____

5. What progress have you made on your 3-month goal? What problems have you encountered? What sources of help have you used?

   _____
   _____
   _____
   _____

6. Identify <u>two</u> goals in TRAC that you want to accomplish in the next <u>month</u>. *(These can be goals from last month that were not completed.)*

1._____

_____

2._____

_____

7. 6. List <u>five</u> tasks or assignments in TRAC that you plan to complete in the next <u>two weeks</u> that will bring you closer to achieving one of your two goals for the month. Indicate how much time you think you will need to complete each one. *(You may need to go look at the skill plan in the file cabinet to answer the second part of this question.)*

1._____

Estimated time needed to complete: _____

2._____

Estimated time needed to complete: _____

3._____

Estimated time needed to complete: _____

4._____

Estimated time needed to complete: _____

5._____

Estimated time needed to complete: _____

Submit completed form to TRAC Coordinator and schedule appointment for next month.

TASK AREA: Time Management and Organizational Skills

SKILL: **5.09 Long Term Goals**

NAME: _____

Set and Make Your Goals - 4

In this second stage of goal setting you will review your original goals, evaluate your progress in achieving them and set some new goals.

Today's Date: _____

1. Of the five small tasks and assignments in TRAC that you set last month, how many did you complete? _____ Which ones?

   _____
   _____
   _____
   _____
   _____

2. Did you schedule time appropriately for these goals? Too little? Too Much? _____
   _____

3. Of the two main goals for the entire month, which did you accomplish?

   _____
   _____

4. Of the goals you did not accomplish, why didn't you? *(check appropriate answer)*
   1. My interest changed after setting the goal. _____
   2. I didn't schedule enough time to finish the goals. _____
   3. I got distracted by other projects and assignments. _____

5. Did you achieve your 3-month goal? If so, what steps helped you succeed? If not, what obstacles prevented your success?

   _____
   _____
   _____
   _____
   _____

5. Identify <u>two</u> goals in TRAC that you want to accomplish in the next <u>month</u>. *(These can be goals from last month that were not completed.)*

1. _____

_____

2. _____

_____

6. List three tasks or assignments in TRAC that you plan to complete in the next <u>two weeks</u> that will bring you closer to achieving one of your two goals for the month. Indicate how much time you think you will need to complete each one. *(You may need to go look at the skill plan in the file cabinet to answer the second part of this question.)*

1. _____

Estimated time needed to complete: _____

2. _____

Estimated time needed to complete: _____

3. _____

Estimated time needed to complete: _____

Refer back to this goal sheet often to reinforce your attitude and focus your energy! Remember to continue setting goals that meet your objectives. Reward yourself for goals accomplished. Remember, ***"Even if you're going in the right direction, you'll get run over if you just sit there!"***

STRAND: Core
TASK AREA: Time Management and Organizational Skills
SKILL: **5.09 Long Term Goals**

Lancaster County Academy - TRAC
I.A.2.a. Effective Communications Skills

Communication skills are key to success in the workplace. No matter what career you choose, you will need to be able to speak, listen, interpret non-verbal signals, read and write well. LCA's English courses have been designed to help you gain these skills.

The following list of Benefits of Learning to Communicate summarizes how you will use communication on the job. Choose five benefits from the list that you need to improve. For each benefit selected, describe a situation in your current or future job where this benefit would be important. Tell how you plan to improve this skill (may include a specific lesson from one of your other course requirements).

THE BENEFITS OF LEARNING TO COMMUNICATE

1. Be able to tell others what's going well or not so well, without embarrassing them or making them angry.
2. Know when and how to ask for help, so you can do your job better.
3. Get other people to listen to you and understand your ideas about how to improve things.
4. Learn a new task quickly, so you can be successful faster.
5. Listen so you can get the message straight, even when others aren't good at saying what they mean.
6. Learn to understand the non-verbal messages we all send to each other.
7. Give clear effective feedback so people can understand things they may not be aware of.
8. Prevent emotions from making bad situations worse.
9. Understand how to overcome the barriers to good communication that are common to all of us.
10. Resolve problems you may have with other people so they do not drag on unresolved.
11. Help group meetings to be meaningful and effective.
12. Help you to understand how to work as a group more effectively. See the results of good group communication.

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Lancaster County Academy - TRAC
I.A.2.c. BASIC BODY LANGUAGE

Body Language or *Non-verbal Communication* is defined as the mannerisms, gestures, body movemenets, facial expressions, and other physical actions that convey thoughts and feelings between people. It is a crucial component of communication. It has been said that a person's true feelings on an issue or about a person will be exhibited through body language, no matter what verbal communication takes place. Therefore, it is important that your body language reinforce your other forms of communication, not contradict it.

In each situation, describe appropriate body language to complement the verbal communication.

A. You are a sales clerk in a small retail store. While you are busy tagging new merchandise, a customer approaches you and asks for assistance. Policy is that you must help the customer. How do you respond? What is your body language?

B. You are very nervous about an interview for a job you really want. As you walk in the door, the receptionist greets you. How do you respond? What is your body language as you greet the receptionist and sit to wait for the interviewer?

C. The interviewer walks up to you, greets you by name, extends her hand to shake hands with you, and says "how are you today?" How do you respond? What is your body language during the interview?

D. You are busy on the job, but keep up a light conversation with a coworker. Another coworker who will be training you on new equipment, but who has not been very friendly, approaches. What do you say? What is your body language?

TRAC - Off the Job Training
I.A.3. Personal Appearance and Presentation
a. Basics of personal hygiene

Personal Grooming and Hygiene Checklist

Personal grooming and hygiene should be important parts of your daily routine. Everyone needs to pay attention to the basics of cleanliness.

Rate your daily personal grooming routine according to the following criteria.
D= Daily U= Usually O=Occasionally R=Rarely

1. Body bathed/showered	D	U	O	R
2. Body properly deodorized	D	U	O	R
3. Hair clean, styled, free of dandruff	D	U	O	R
4. Skin clean, blemishes minimized	D	U	O	R
5. Facial/body hair well-shaven and/or trimmed	D	U	O	R
6. Makeup not excessive	D	U	O	R
7. Teeth brushed and flossed	D	U	O	R
8. Clean clothes everyday, inside & out, top to bottom - NO exception	D	U	O	R
9. Cologne - very light scent, if at all. NO MUSK	D	U	O	R
10. Nails clean and trimmed, no chips if polished	D	U	O	R

TRAC - Off the Job Training
I.A.3. Personal Appearance and Presentation
b. Dress for Success

"Dress for Success"

In addition to practicing good basic personal hygiene, the successful applicant will follow a few simple rules when coordinating the perfect interview and on-the-job wardrobe.

Men:

- No hats/caps! Wash your hair and let it dry without the cap to avoid "Hat Head"
- Hair length - generally, a trimmed, neat appearance is best. Hair should not be hanging in your eyes or below your shirt collar on your neck
- Pants - no jeans, overalls, or cut-offs. Simple khaki or navy trousers are best. Watch the fit around the waist and the length.
- Shoes - no sneakers or boots (exception: workboots for a construction job)
- Shirt - a simple, button-down shirt, mostly cotton, in white, blue, or cream. Avoid any print other than a subdued stripe (if in doubt, stick with solid colors). Watch the fit in neck and sleeve length. Shirt must be ironed!
- Accessories: Your belt should be leather, dark brown or black, in good condition, with a simple buckle. Socks should coordinate with pants and shoes, usually dark brown or navy, and should match(!). Jewelry should be kept to a minimum; earrings are generally frowned on and all other body piercing is a definite no-no! A tie is the finishing touch; make sure it is clean, in good condition, an appropriate length and width, and coordinates with shirt.
- Business leaders from many different industries agree that these guidelines are appropriate for almost any entry-level job. If you are successful in getting a job in construction, manufacturing, or food service, the personnel department will provide information about uniforms or work clothes. (Ask questions about appropriate on-the-job clothing during the interview!)

Inventory:
Based on the above list, what items do you need to purchase, borrow, repair, or tailor?

1. _____
2. _____
3. _____
4. _____
5.

Help is available for those who cannot afford items.

Please review this list with staff member

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TRAC

I-A. 4 Human Relations/Customer Service Name_____

The Importance of Customer Service

Customer service is everybody's job. No matter what occupation you enter, you will need good interpersonal skills. Even if you don't deal directly with consumers, you will need to satisfy "internal customers" - the other employees in your organization. In addition, you will discover the importance of a "customer service" attitude in your personal relationships with friends and family.

To be effective in customer service, you must C.A.R.E.

C - be Credible - be truthful, give accurate information
A - be Attentive - pay attention, ask questions
R - be Responsive - work to find a solution
E - be Empathetic - try to understand the customers point of view

Short answers:

1. Think of a recent pleasant shopping experience you have had here in Park City. What type of store did you visit? _____ What item(s) were you shopping for? _____ Describe the interaction between you and the salesperson: were you greeted? Was the salesperson friendly? Did you get all the information you needed to make a decision? Did the store have what you needed? Did you buy anything? Will you return to that store?

_____

_____

_____

Rate the store and salesperson on the CARE factors described above

_____

2. Now think of an unpleasant experience you have had with a salesperson or other employee; a time when you left a store/business feeling either angry, irritated, or annoyed. Describe this experience briefly. What did the employee do that irritated you? Did you buy something from the store? Did you let the employee or the manager know you were not a satisfied customer? Will you go back to the store/business?

_____

_____

_____

_____

I.A. 4a Basics Of Customer Service
Making A Good First Impression

Directions: After reading the selection, answer the following questions, using complete sentences.

1. Why do customers expect people who work in stores and offices to offer quality customer service?

2. Why do businesses stress the importance of their workers making a good first impression?

3. Have you ever been in a store or office in which the receptionist or salesperson did not offer customer service?

4. What specific factors are involved in making a good first impression? Try to name at least three.

5. Some people say "Making a favorable first impression is nothing more than simple good manners." Do you agree or disagree? Explain your answer.

6. Why do people sometimes have difficulty making a good first impression?

7. How did Surly Sam damage her company's credibility with one of its major customers?

8. Why does Gus grumble so much?

9. How might Gus turn his negative comments into more positive ones? Give two or three ideas to help Gus improve his attitude.

10. Write two goals that will help you to make a better first impression at the work-place.

A Lesson in Successful Relations with Customers

I. A. 4. b.
POSITIVE ATTITUDE

Introduction

The best work environment is one in which employers and employees work together as a team, supporting, leading, and sharing goals. In such an environment, each person must meet his or her responsibilities and do a good job. Every employee on the team must help the employer sustain this spirit of cooperation and achievement. None of this is possible if you don't have a positive attitude toward your customers and your work.

This packet is about having a positive attitude. If you don't have a positive attitude, you won't have good relations with your customers. If you don't have good relations with your customers, you may lose your job.

The Problem and Its Consequences

When you enter a store, restaurant or office, you can detect right away whether or not the employees have a positive attitude toward their work and their customers. The signs are all around: in the way they treat one another, the way they greet customers and the way they answer the phones. They're upbeat, enthusiastic, helpful and courteous. You can tell that they enjoy their work and pass on that enjoyment to their customers.

By contrast, you can also pick out the offices and stores where employees have a negative attitude. They're slow, lacking in energy, unenthusiastic, and preoccupied with something else (usually not business). They're the people who ring up a sale without ever looking at the customer or acknowledging her presence, and answer the phone in flat, inexpressive tones. It's clear, both to you the customer and to them, that they really don't want to be there.

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When a customer sees or hears that kind of negative attitude, it makes him or her question being there. The customer may say, "Why do I waste my time with this company? I can get the same service with a smile and a cheerful greeting at the company across town. It's worth the drive just to have friendly, helpful people greet me at the door."

Causes of Not Having a Positive Attitude

A negative attitude toward work can have many causes. However, here are a few of the more common ones we hear:

- Nothing's happening; it's just the same old stuff every day.
- It's boring to talk to people all day long.
- I've got better things to do with my time.
- Being nice to people is phony and artificial.
- My boss and everybody in the office are depressed all the time.
- I'm just not very enthusiastic about the job.
- I'm not very happy with myself or my work. My life doesn't seem to be going anywhere.
- I don't really like my customers or my co-workers.

If you notice, most of the excuses fit into two broad categories: first, a negative attitude toward the job, co-workers and customers, which manifests itself in a lack of enthusiasm and a generally "blah" attitude, and second, a negative self-image which gets displaced onto the job. Both types of excuses, however, have the same result: they are translated into a negative attitude which the customers experience as personal rejection or hostility.

What it means to have a positive attitude at work

There are many ways to display a positive attitude at work. One is, simply, to be

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courteous toward customers. That means greeting everyone as he or she enters the store or office (or at least, your department if it's a large store or office), It means asking "May I help you?" or "Can I help you find something?" in a courteous, helpful way, as if you really meant it, not as if you're angry at the customer for disturbing your break or chat with a friend.

Another sign of a positive attitude is your personal appearance and the way you maintain your work space. Good grooming, a professional style of dressing, and a well-maintained work area or desk give the message, "I value myself and my job, my customers and co-workers." The opposite message comes from careless dress and appearance and a messy desk; they say to the customer, "I don't care for or value myself or my work, and I'm unlikely to value you either."

A third sign of a positive work attitude is friendliness. Sincere good will toward customers is expressed in a helpful, positive attitude and in a genuine desire to serve the customer. Employees who are unfriendly toward customers, either in person or on the telephone, convey the message, "Your business is not important to us. We don't care whether you do business with us or not."

Case studies

NEGATIVE NED

Ned works in a small advertising firm. Ned is a customer representative, which means that he works with many clients, old and new, on a daily basis. Ned always has a negative comment about everything. No matter what the client wants to do, Ned always has a hundred reasons why it can't be done.

"Nah, jingles are out, singing commercials are out," he'll tell one client who wants to have music with his radio spot. To another, he'll complain, "Space-age visuals? Nobody's done those since the last STAR WARS movies. This is the 90s, man—the era of punk and grunge! Get with it!"

Ned never appears to value or enjoy his customers' ideas. He's much too busy thinking of his next criticism or negative comment. Instead of learning from his competitors' ads, he low-rates them. "AT&T? Volkswagen? Wendy's? Folger's? They're nothing. I know the guys who did those ads. Nothing, man, just nothing."

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At last one major client got tired of Ned's negativism and turned the tables on him. She went to Ned's supervisor and complained about HIM. "No matter how good an idea we have," she said, "Ned low-rates it and refuses to go along with it. Just once, I'd like to work with someone who has a positive, can-do attitude."

Ned's supervisor got the message and assigned someone with a more positive attitude to the client's account. Ned's negativism may cost him his job.

BORED BETTY

Betty is the receptionist in a large high-tech business office. Everything about Betty shouts "Boredom!" Betty is clearly bored with her job and considers her work beneath her talents.

When you walk in the office, Betty will have just come in the door from one of her frequent breaks. Her workstation is a mess, with empty coffee cups and soda cans scattered around, papers piled high, and files in stacks on the floor. Betty will probably be talking on the telephone to a friend or doing her nails while she answers calls at the office switchboard. Here's the way a typical conversation might go:

Ring, ring!

BETTY: High Tech Incorporated, please hold. (to her other caller: Yeah, gotta go...yeah, some darn customer interrupting us again, yeah...OK, I'll call you back later. See you). OK, I'm back. (big audible sigh). Whodya want?

CALLER: I'm calling Sue Brown in the Marketing Department.

BETTY: OK, lemme connect you. Wait just a minute (tries Sue's line). Sorry, the line is busy. Call back a little later, willya?

CALLER: Wait! Maybe you can help me. This is Alice at our branch office in Chicago. All I need is some information and maybe just to

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leave a number for Sue to call. Do you happen to know if Sue's arranged press coverage for that trade show that's coming up in a couple of months in New York?

BETTY: (Now clearly annoyed at having been asked to do something). Nah, that's not my department. Why don't you just call back in about half an hour, OK?

CALLER: Well, I won't be at this number later today and it's important that I get this information now. Can you check it out with Sue and leave a message with my secretary later?

BETTY: OK, OK, I guess so. (Big sigh, even more clearly audible). When did you say that trade show was?

And so on, ad nauseam. Betty is clearly just too bored with her job and too preoccupied with her own business to be helpful to the client. It wouldn't surprise us if Alice reported the problem to Betty's supervisor. Betty may soon have a chance to be bored on her own time, not her company's.

Problem prevention and goal setting

Preventing attitude problems means having the ability to be self-monitoring—that is, to recognize when you are acting like Ned or Betty and correcting your own tendency to be negative, bored, unhelpful or hostile to customers when you are at work. It also means that you have a high enough self-image and enough self-esteem to feel good about yourself and the work you do, and to project that positive self-image through your appearance and through professional, courteous, helpful behavior toward clients. Remember that in each encounter with a customer, you ARE the company. You represent your company each time you make a sale, answer the telephone, give information, take a message for another worker, or have any other kind of dealings with the outside world.

Remember also that setting goals for yourself will help you to learn to be self-monitoring. The questions in the next two Response Packets will help you to set some goals in developing a more positive attitude toward customers.

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TRAC Off the Job Training
I.A.4.b. Positive Attitude

Name _____

After reading the Employment Improvement Packet "Positive Attitude", answer the following questions:

1. Why is it important for employees to have a positive attitude?

2. How are positive attitudes on the part of employees and a company's image related?

3. How is common courtesy related to having a positive attitude? Why should an employee show courtesy to coworkers as well as customers?

4. Explain the connection between high self-esteem and having a positive attitude on the job.

5. How may customers feel about an employee that displays a negative attitude? How could this affect that employee's job security/chance for advancement?

6. Write two goals that will help you have a more positive attitude at work and school

READ + RETURN

I.A.4.C.
Conflict Resolution

Resolving Disagreements and Conflicts

Introduction

The best work environment is one in which employers and employees work together as a team, supporting, leading, and sharing goals. In such an environment, each person must meet his or her responsibilities and do a good job. Every employee on the team must help the employer sustain this spirit of cooperation and achievement. None of this is possible if you don't resolve disagreements and conflicts effectively.

This packet is about resolving disagreements and conflicts. If you do not resolve disagreement and conflicts, you won't have good relations with your co-workers. If you don't have good relations with your co-workers, you may lose your job.

The Problem and Its Consequences

Conflicts and disagreements in the workplace are a natural consequence of having people working together. Wherever people gather to work toward common goals, disagreements will almost certainly occur.

There's nothing "wrong" with conflict or disagreement in itself. In fact, if they are properly handled, conflicts and disagreements can help a group of people grow together as a working unit. People who learn to resolve their differences can work together even more closely than before.

Problems in relations at work usually result from allowing the conflict to exist day after day, week after-week, without ever attempting to resolve it. Some people deny that the difference exists. Others just go on with "business as usual" and hope that the difference will go away on its own. Other people enjoy conflict. They try to get the office to polarize around an issue, choose sides and develop an "us against them" mindset. These are often the people who are the troublemakers in a

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workplace.

If the conflict remains unresolved for a period of time, it is almost always disruptive to the work environment. For one thing, it interrupts the normal flow of work. Projects are evaluated not in terms of their value to the company, but in terms of how they fit with one side's agenda as opposed to the other. People choose sides and ally themselves with the leaders of one position on the issue. As a result, less work is done and the company becomes less productive.

Causes of Not Resolving Disagreements and Conflicts Effectively

People have varying responses to conflict. Some hate it, others love it. Some thrive on it, while others will do anything to avoid a conflict. Neither response is very effective in resolving conflict. Here are some common excuses for not resolving conflicts and disagreements:

- It's fun to have the office in an uproar—kind of breaks the tedium, you know.
- I'd do anything to avoid a fight.
- It's not my job to settle this dispute.
- I LOVE a good fight.
- I've got a lot invested in this issue. This is more than an office conflict—it's a personal vendetta with me.
- If we pretend it's not there, it will go away.
- I've got my position and I won't budge an inch.
- Come on, make my day.

What it means to Resolve Disagreements and Conflicts

Resolving disagreements and conflicts in the workplace requires, first of all, that you be willing to put aside some of your personal interest in the outcome. If you

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have too much personal interest or ego invested in a particular situation, you won't be as willing to reach a solution that will be for the benefit of the whole company. There are three major ingredients in resolving any conflict or disagreement in the workplace:

- Think of the good of the entire company rather than your personal self-interest. Often, the most heated battles in a company are what we call "turf issues" or territorial battles—meaning that one department or division is fighting another for control of space, personnel or money. The conflict APPEARS to be about some matter of company procedure or policy. Actually, it's about power over other people. It may simply be an attempt to protect what one department already has, or it may be a chance to annex other departments and thus gain more power.

- Be ready to give on certain issues. Try to think through the issues in the disagreement that are really critical and those on which you would be willing to compromise. Compromise is the heart of conflict resolution. It's the basis of the old saying, "Give a little, gain a lot." People who are willing to negotiate and compromise often end up achieving more of their goals than the die-hards who refuse to move an inch on any issue. Rather than a "you win/I lose" or "you lose/I win" outcome, you should strive for a "win/win" resolution.

- Keep lines of communication open. Never let the issue polarize your workplace into feuding camps. Talk, talk, talk—to the other side as well as to your own. Call in a disinterested third party—a moderator or facilitator who is skilled in conflict resolution—if you find that the two groups can't talk together productively. Don't be afraid to ask for help!

Case studies

FEUDING FRANK AND MACK THE KNIFE

Frank Hatfield is an employee in the Information Systems division of Creative Enterprises, Inc. Frank is an aggressive, fast-talking computer hacker

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who sounds as if he knows more than he does. He loves to throw around technical-sounding jargon. Actually, a lot of Frank's fast talk is sheer nonsense, but it sounds good and dazzles his co-workers.

Frank is involved with his supervisor to create a plan to merge Information Systems with Communication Services, a small department that provides word processing and telecommunications for the company. Mack McCoy is head of Communication Services—"Mack the Knife," some call him because of his sharp wit and feisty manner. No one tangles with Mack.

Frank, in a surprise move last week when Mack was away on business, faxed Mack a proposal to merge the two departments. The memo pointed out the advantages of the merger. Mack responded with a curt memo that essentially said "Keep out of my way. We don't need your help. Thanks but no thanks."

By the next day, everybody in the office had picked sides. Everybody had an opinion on the matter. Some thought that Frank's and his supervisor's plan had much going for it; others thought that Mack should stand firm. "Protect your turf, McCoy—that's the whole idea. They just want to take over your territory."

A meeting was called for 10AM on Monday morning. Frank spoke in favor of the merger—mostly in alphabet soup and technical jargon that no one could understand. Mack retaliated by being absolutely immovable. "Compromise? That word is not in my vocabulary. I'll fight this idea to the last!"

It's now a month later, and for all intents and purposes, productive work has ceased at Creative Enterprises. No one is being creative anymore. Everyone's entire energies are consumed in fighting the battle of Frank vs. Mack. The Hatfields, as Frank's supporters call themselves, are biding their time, waiting to annex Communications.

The McCoys, as Mack's supporters have come to be known, simply dig in their heels and resist. Everybody is living in a state of uneasy detente. A once-pleasant workplace is now an armed camp. The feud between the Hatfields and the McCoys has taken over the office.

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UNCOMPROMISING CONNIE

Connie works in a small retail store with a staff of about a dozen salespeople. Because the staff is small and some of them are part-time, observing the weekly schedule of hours and days off is a real necessity.

The store manager holds a meeting each Monday morning to go over the schedule. "It's important that we take lunch hours exactly as they're scheduled," she tells the staff. "If one person is late in coming back from lunch, that leaves us short one salesperson until the next shift comes in."

Connie knows that the schedules are made up on a weekly basis, but she goes ahead and schedules personal errands during lunch—sometimes as much as a month in advance. Tuesday she'll visit her dentist, Wednesday she has a hair appointment, and Friday, there's lunch with an old friend from high school. As a result, there's little flexibility in Connie's lunch hours.

Last Monday, the manager presented the week's schedule. "Connie, you'll need to take a late lunch on Wednesday and Friday," she said. "Debbie and Joe will be taking a sales training seminar those days and need to be off from 12:30 until 2. If you can take lunch at 2 on Wednesday and Friday, we've got it covered."

Connie exploded. "No way!" she shouted. "I've got a fitting for a bridesmaid's dress for my best friend's wedding one day and a doctor's appointment the next. No way am I going to change those times for that stupid sales seminar. Let Debbie and Joe figure it out!"

The manager offered to sit down with Connie, Debbie and Joe and work out a compromise. Debbie even offered to go late to the seminar if Connie could be back by 12:45. Joe offered to work for Connie on Thursday if she could switch one appointment to that day. But Connie stood her ground and refused to give an inch. Soon Connie will be invited to take her uncompromising opinions and look for another job—preferably on a desert island where she doesn't have to work with other people!

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Problem prevention and goal setting

If you want to prevent problems that arise from conflicts and disagreements in the workplace, you need to begin with a willingness to compromise. Being ready to compromise is often a key to resolving conflicts. If either Frank or Mack had been willing to move even a little bit from their hard-and-fast positions on the merger of the two departments, they might have worked out a mutually satisfactory arrangement. As it was, the situation deteriorated into an office feud and everyone's work suffered as a result.

Connie also was unwilling to compromise or to negotiate. Had she been willing to work with Debbie and Joe, she might have offered to reschedule one appointment and have someone cover her lunch hour for the other. Debbie's unwillingness to compromise may well cost her the job.

Keeping lines of communication open is a second key to conflict resolution. In both stories, the situation worsened when one or both parties were unwilling to talk calmly with the others. In Connie's case, the store manager offered to act as facilitator or mediator, but to no avail. Connie was determined to keep her appointments, no matter what the cost to the store's business.

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TRAC - Off the Job Training
I.A.3.c.-Conflict Resolution
I.A.4c.

Name _____

RESOLVING CONFLICTS: CASE STUDIES

Choose 3 cases. Answer in paragraphs on separate sheet.

1. You are working at Mr. Quick's hamburger restaurant. You work for a manager who is always insulting the workers, including you. He'll yell at everybody for being slow and lazy. There is really no reason for him to be so insulting, becaue most of the emloyees are good workers. You're getting sick of his rude comments and it's beginning to make you real angry when he starts yelling without any reason. What can you do?

2. Your father comes home from work in a bad mood. You know that he's probably going to say nasty things to you and your mopther. This makes you so angry that you usually start an argument with him and then everyone ends up yelling at each other and your mother starts crying. What can you do?

3. You discover that your little brother has gotten into the drawer where you keep your money and has taken $50. You worked hard to save this money. Now your brother says he's sorry but he can't pay you back. You know he could if he wanted to. You're so mad you want to hit him, but you knowif youdo you'll just get in a lot of trouble with your mother. What can you do?

4. You work with your best friend, James. Lately, at work, he has been calling you "Homer" and when he does, everybody laughs. At first you tried to not get upset, but now it really bugs you and you get angry every time he does it. Now some of the other coworkers have started calling you names, too. What can you do?

5. You worked very hard on the report for the English class you are taking. But when the paper was returned, you received a 70%. The teacher didn't write many comments on it, just some corrections of spelling errors and a few punctuation marks circled in red. You are very upset and want to know why you received such a low grade. What can you do?

6. Your friend Tony used to be a great guy, but lately he's started drinking a lot. He becomes nasty and really isn't any fun. When he's drunk, he always says mean things about you. Then he apologizes when he is sober. You really like him when he's not drinking, but when he's drunk you get so mad you say mean thngs back to him. What can you do?

I. A. S. a. The Meaning of Work
Basics of Work Appropriate Behavior

READ + RETURN

Bonus Packet: The Meaning of Work

How People Define Their Activities

Many people divide their activities into two categories: work and play. According to this division, playing is done on "your own time," when you can do what you **really** want to do. Work, on the other hand, is the price you have to pay for time to play. It's the way you make the money you need to buy the time and the things that enable you to do what you **really** want to do.

When you divide your activities into these two categories, work is not a joy but a burden. Your real life is what you do when you are not working. Do you know people who think like this? Is this what you or your friends believe? Some people believe this all their lives. If you base your life on this idea of work and play, you will miss the best part of your life.

Recreation is only one aspect of a full life. In a way, it's like surfing on the lip of a wave. Riding the waves is fun and exciting, but the ocean is more than the waves that shape its surface—and understanding the ocean is more than learning how to catch a wave. The real ocean is not merely the surface waves that support the surfboards; it's the vast, deep, abiding sea that makes up the waves and also reaches down into the mysterious depths below.

The World of Work

The world of work is like the sea: it has a depth, a breadth and a substance that are missing in the world of recreation. The world of work is where the great discoveries are made, the mysteries are solved, inventions are perfected, poems are written, music is composed and played, movies are directed, plays are written and performed, airplanes are designed, and ideas for spaceflights are born.

The Practical Side of Work

There is also a practical side to work. Work offers financial security and independence.

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It makes it possible for us to have the things we want and need. It structures our energies and produces good habits that will help us all of our lives. It makes the connection in our minds between what we want and what is required to get it. It makes us financially capable of taking care of ourselves. Work is a way of giving purpose to our lives, of giving us a sense of direction. It introduces us to the rest of the world.

The Role of Recreation

Along the way, recreation helps pull us back from the seriousness of the work, and helps us recreate ourselves (which is why it's called "recreation"). It's a leisure-time world of entertainment, play, and just plain fun. We grow stale without it, and the juices of our imaginations dry up without its inspiration. Recreation and relaxation nourish our imaginations so we can make our own contributions to the world around us. In a sense, recreation and relaxation make us better workers.

So "all work and no play" is not just a cliche; it's a genuinely meaningful expression. It describes a person who doesn't know how to relax, and becomes socially and intellectually dull in the process. On the other hand, "all play and no work" can result in a tragic condition. This phrase describes the person who never learns the satisfaction that comes from knowing how to do things, how to work, how to be financially independent, how to make the most of his or her talents—in short, who never stops surfing long enough to take the plunge and learn to understand the mysteries of the sea below.

Recreation is valuable. It is the way we "recharge our batteries," rethink our values, and get some rest. But if we stop to think about what we really want to do with our lives—what we really want to accomplish—we find that our real fulfillment is not in the world of play; it's in the world of work.

Case Studies

DEWAYNE'S WORLD

Dewayne was a party animal. When he was in high school, he did only what he had to do in order to get by. When he was asked about getting into a co-op program, he grinned and asked "Who, me?" It wasn't that he didn't need the money. He just didn't want to work. Work interfered with his party time. And party time was Dewayne's time.

When Dewayne went to college, he spent more time at parties than he did in class. He talked his parents into giving him money to join a fraternity, so he could use

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the old exam files. He was having such a good time, it seemed a shame to study. Besides, what did history have to teach him?

Although Dewayne graduated, he never got an education. When he was in high school, he hopped from one subject to the other. In college, he shopped around from one major to another, never getting past the introductory courses. So he didn't learn how to learn. And because he never had a job, he didn't know how to work, either.

Now Dewayne is an adult, living in an adult world, and he still doesn't know how to work. You see him one month working for a car dealer, another month working for a carpet company, another month working in a nursing home, another month at the local hardware store. He still parties a lot, too, but not as much as before. People don't want to party with Dewayne anymore. When he was still in school, he seemed exciting to those who knew him. Now that he's an adult, to his employers he's just another irresponsible, boozing job-hopper, on the skids without knowing it.

SUPERPAUL AND HIS DUMB JOBS

Paul was always the brightest guy in his group. He was too opinionated to be very popular, but he was one of the sharpest people around. He learned new things with so little effort, his friends nicknamed him "SuperPaul" (S. P. for short). He was interested in everything, but he had trouble setting goals and working toward them. Typically, S. P. would learn all he wanted to know about a subject, then lose interest and move on to another subject. He ran through friends the same way.

When S. P. graduated, he got a summer job. But when summer ended, he didn't go to college. Instead, he got a regular job. He had car payments to make, and he had started accounts at several stores. He owed money, and had to put his college plans aside. People said, "SuperPaul working? No way!"

They were right. He got jobs, but he couldn't keep them. He went through the same pattern, over and over. The first week, he was wildly enthusiastic about the job and the people he worked with. The second week, he became bored and made everybody aware that he thought they were dumb. The third week, he let everybody know that he was smarter than the boss. The fourth week, he was searching through the classifieds looking for another job.

When he finally got a job that didn't bore him, S. P. discovered that he had never

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developed the skills to work effectively. He couldn't organize complex data, he couldn't structure his time and he couldn't stick to anything long enough to grasp how his job fit into the workplace as a whole. In short, S. P. had no discipline.

He managed to get a scholarship to go to college. But when he got there, he discovered that everybody else seemed to be just as bright as he was—and they knew how to study, organize their material, set goals and work toward them. People who know S. P. say that it's a shame nobody ever forced him to sit down and do something he didn't want to do. It might have given him a hint of what the real world was about.

GRETA AND THE GRINDSTONE

Greta likes to work on jobs that take up all her time and thoughts. The more dull, repetitious and mechanical the job is, the better she likes it. Greta volunteers for things others wouldn't even consider. She's always been sort of a drudge. As long as the job doesn't call for any imagination or creativity, Greta can do it better than anybody else.

This is strange, because Greta is an accomplished musician, a talented sculptor, and a sensitive poet. But she pushes these talents to the background, and never tries to use them on the job. Eventually, Greta will live out her life working hard, but never feeling that she has accomplished anything. When she is older, she will regret not entering poetry contests, or participating in concerts.

Greta is the opposite of Dewayne. Instead of being scattered in all directions, she sees only her work. What she doesn't know is that her creative talents could make her life and her work immeasurably more interesting and fulfilling if she only had a different conception of what work is. For Greta, the world of work is the only world. Recreation is a waste of time.

More than that: Greta feels guilty when she's not working. Due to illnesses in the family, her mother depends on her to help with expenses. Greta has had too much responsibility placed on her too early in her life. She feels that she is not doing her duty unless she is working. She thinks of her talents in music, art and literature as recreation: fun things that aren't worth a dollar, as her mother tells her.

Neither Greta nor her mother knows that Greta's talents could inspire her work and make it more worthwhile. The most valuable workers are those who are able to use their talents on the job, both for their own benefit and the betterment of the company.

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Why People are Remembered for their Work

Look in your history books. Are they written about how famous people have spent their leisure time? Other than out of simple curiosity about their personal lives, is it really important what Einstein, Marie Curie, Winston Churchill, or Ernest Hemingway did in their spare time? The most important thing about their leisure time is that it shows these talented people led balanced lives.

But history books aren't written about what people do in their spare time. They're written about the work people have done. All the great achievements in the sciences, the arts, business and industry, have been accomplished by the work that people have done. While fun is refreshing and renewing, so is work—for it is work that provides us not only with financial independence, but also with the sense of accomplishment and fulfillment we need to make our lives meaningful.

Einstein's great importance is not that he played the piano, but that his special and general theories of relativity changed the way we look at the universe. Marie Curie enjoyed long walks and growing roses; but it was her landmark research in radiation phenomena that assured her place in all our minds.

Winston Churchill painted landscapes; but there will always be an England because he inspired the English, and guided them to victory in World War II. Ernest Hemingway fished for sharks with a Thompson submachine gun. But he is remembered as a Nobel Prize-winning American writer whose novels assure his place as one of America's greatest authors.

Within this context, it's hard to conceive of someone like Dewayne, SuperPaul or Greta ever being remembered for what they did, except in the sense that somebody who knew them personally might say, "Oh yeah, Dewayne—off in a world of his own." Or: "SuperPaul? Oh yeah, the hotshot who didn't make it. What a flash in the pan." Or: "Yeah, she was the little girl nobody ever noticed. She blew her chance to make it because she was afraid to aim a little higher."

The Place of Work in Our Lives

What does it mean to "aim a little higher?" Where should work fit into our lives? We sometimes make a distinction between our "vocation" and our "avocation." Our vocation is what we do for a living, while our avocation is what we do for fun. But there is an older sense of "vocation." It's not merely what we do for a living, it is what we are ideally suited to do—it is our "calling": the activity through which we receive our own

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unique personal fulfillment.

Somehow, during the latter half of the twentieth century, many of us have lost the sense of vocation that we once understood. Many of us have forgotten—or have never learned—the simple satisfaction that comes from what now are considered by some to be cliches: to be dependable, for one's word to be one's bond, to give an honest day's work for an honest day's pay, to be loyal, to do what we say we are going to do, to stand by our commitments, to relish doing a good job, to be proud of our achievements, to enjoy the satisfaction that comes from a job well done.

But these are cliches only in the minds of those who haven't learned what the world of work really is. The others—those of us who work for a living, who work for the joy of it, who strive to help others, who try to build and sustain communities, and who engage ourselves with the world around us—we know that these are the fundamental characteristics of decent, reliable human beings, who accept responsibility for their actions, who can be trusted, on whom we can call when we need a friend, and without whom civilized society could not exist.

What You Can Do

What can you do to improve the quality of your life and the lives of those around you? You can start by learning how to work. And through working, you can earn your financial independence, enjoy the satisfaction of doing a good job, and lay the groundwork for making your own mark in the world.

The questions on the pages that follow will help you understand the meaning of work more fully. Please read each one carefully before writing your response.

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TRAC Off the Job Training
SKILL DEVELOPMENT
I.A.5.Employee Substance Abuse

NAME: _____

Writing Assignment

In your own words, tell about an experience you have had where employee substance abuse (yours or someone you know,) affected the place of work. Include examples of how this behavior impacted the work place and other employees, and how this behavior affected the individual and his or her continued employment.

If you do not have an experience you can share, interview one of your mentors or staff members and ask them share with you an experience they had and the effect it had on the company. Also try and have them tell you about how they felt dealing with this situation.

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STRAND: Core
TASK AREA: Code Of Conduct
SKILL: **4.04 Employee Substance Abuse**

NAME: _____

Substance Abuse Quiz

Give three specific examples of how someone's abuse of various substances can impact the workplace. In each example, include at least one of the following concerns: the safety of the employee, customers, and other employees; damage to merchandise or equipment; and productivity.

(Example: Leah did not realize that her use of marijuana could be detected by the drug test her employer used. Even though she had worked for two days, and everyone at the store told her she was doing a great job, she was terminated on her third day of work when the results of her drug test came back from the laboratory.)

1. _____
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2. _____
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3. _____
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STRAND: Core
TASK AREA: Code of Conduct

SKILL: **4.04 Employee Substance Abuse**

NAME: _____

Off-The Job Behavior Writing Assignment

In your own words, tell about an experience you have had where off-the-job behavior (yours or someone you know) affected the place of work. Include examples of how this behavior impacted the work place and other employees, and how this behavior affected the individual's continued employment.

STRAND: Core
TASK AREA: Code Of Conduct
SKILL: **4.03 Out of Work Behavior**

NAME: _____

Off-The-Job Behavior Quiz

Give three specific examples of how someone's behavior off-the-job can have an effect on his or her job.

(Example #1: Taking an accounting course at night helped Sara earn a promotion at her job.)

(Example #2: Romero enjoyed going to his parties so much that he let it get in the way of his job. After arriving to work late five times during a one month period, his supervisor terminated him.)

1. _____
2. _____
3. _____

STRAND: Core
TASK AREA: Code of Conduct

SKILL: **4.03 Out Of Work Behavior**

Lancaster County Academy
TRAC/SCHOOL TO WORK
OFF THE JOB TRAINING

A-6.A. Personal Budget

BUDGETS are used by individuals, families, companies, and governments as a tool to manage resources. Budgeting is an important strategy, whether you are working part-time and saving for a new stereo, or working full-time to cover rent, car payments - and a new stereo! A good budget will put you in control of your finances, prevent an overburden of debt, and help you reach long-term goals. Companies and governments use budgets to anticipate expected expenses and revenues(income), and to monitor actual expenses and revenues. If you never seem to know "where all the money went", monitoring your actual expenses in comparison to what you THOUGHT you were spending can provide useful feedback.

In this exercise, you will prepare TWO budgets - one for your current situation, and one projected for 5 years in the future. You will also keep a log for two weeks tracking at least one expense item.

STEP 1. Review the sample budget for "Michelle". Note the various categories:

INCOME - could be wages, money gifts, tips, interest, commissions, etc.

FIXED EXPENSES - expenses that remain the same each month. Examples are rent, car payments, insurance.

VARIABLE EXPENSES - expenses that change each month. Examples include food, clothing, entertainment.

Complete the computations for Michelle's budget. What's the bottom line? Is her income covering her expenses? What happens if her roommate moves out? How could she economize if her hours are cut at the department store? What should she do with a gift check for $200?

STEP 2. Using the ***Making It On Your Own*** worksheet as an example, prepare your own budget. This should be typed; try using a table to present the information. Be as accurate as possible; include only those categories of income and expenses that are applicable to you. List other categories if appropriate.

STEP 3. Discuss your budget with a staff member. Choose a variable expense category (such as food or entertainment) to monitor. Project what you will spend on that category for the next two weeks. Then, keep a log, noting the following each time you spend money in that category: date, time, place, amount, item purchased.

(OVER)

ACTIVITY 3
MAKING IT ON YOUR OWN

Name _____

Step 1: List Income
- Salary (after taxes/deductions)
- Interest (from savings)

Total Take Home Pay

Step 2: List Fixed Expenses
- Housing (rent or mortgage)
- Utilities (electricity, heating, water)
- Telephone (basic service)

Total Fixed Expenses

Step 3: List Variable Expenses
- Clothing
- Food (at home and meals out)
- Home Furnishings/household supplies
- Transportation
- Entertainment
- Personal Allowances
- Other (toll calls, etc.)

Total Variable Expenses

Total All Expenses

Step 4: Comparison
- Total Cash Available (from Step 1)
- Less Total Expenses (from Step 3)

Cash Balance

From *Personal Decision Making: Focus on Economics*, © National Council on Economic Education, New York, NY

ACTIVITY 2
SAMPLE BUDGET

Name _____

Michelle, 20 years old, is a full-time student at a regional four-year college. She lives in an apartment close to campus with a roommate who pays half of the rent and utilities. Michelle works 25 hours in a secretarial position at the college and 15 hours at a local department store as a sales clerk. The college provides medical coverage at no cost for each single employee (family plans require additional payment by the employee). Complete the following monthly budget.

Step 1: List Income	
Salary (after taxes/deductions)	$ 970
Interest (from savings)	5
Total Take Home Pay	$ ____
Step 2: List Fixed Expenses	
Housing (rent or mortgage)	$ 170
Utilities (electricity, heating, water)	30
Telephone (basic service)	10
Installment payments (car)	100
Insurance (car)	90
Tuition	150
Savings (put in bank each month)	70
Total Fixed Expenses	$ ____
Step 3: List Variable Expenses	
Clothing and personal care	$ 50
Food (at home and meals out)	110
Household supplies	20
College Expenses	45
Entertainment	35
Transportation (gas,oil,etc.)	50
Personal Allowances	20
Other (toll calls, etc.)	25
Total Variable Expenses	$ ____
Total All Expenses	$ ____
Step 4: Comparison	
Total Cash Available (from Step 1)	$ ____
Less Total Expenses (from Step 3)	$ ____
Cash Balance	$ ____

From *Personal Decision Making: Focus on Economics*, © National Council on Economic Education, New York, NY

Business Terms

The main reason for being in business is to make a **profit**. Without profits, a company cannot grow, employ workers or ultimately, exist. In order to make a profit and succeed as a business a company has to go through many steps. Below is an overview of these steps and a list of various terms you need to be familiar with and to understand.

Among some of the first steps, a company needs to have employees and a product or service to sell. The employees will be compensated for their work in the form of **salaries** or **wages**. The products or services will have a cost, and a **selling price**. The total cost of all the products sold during a period is called the **cost of goods sold**. The total of all sales for a period is referred to as **revenues**. A company will also have other expenses involved with running the business such as rent, taxes, electricity, insurance, consultants, and others. Some of these expenses are **fixed** in that they will change in the short term and others are **variable** in that they adjust from month to month. In reviewing a company's success over a period of time, two ways of evaluating performance are by evaluating a company's **gross profit** and its **net profit**.

Revenues - all income a company earns. Usually the total sales for a period of time.

Wages - one manner of compensating employees. Wages usually refer to compensation of variable employees and can change frequently. Generally wages and salaries are combined in a company's reports.

Salaries - one manner of compensating employees. Salaries usually refer to compensation for employees set on an annual basis and often does not change frequently. Generally wages and salaries are combined in a company's reports.

Fixed Expense - those expenses a company incurs that cannot be changed easily. Rent is a good example.

Variable Expense - those expenses that change frequently. Unemployment expenses and electricity bills are examples of this type of expense.

Profit - the amount of money left after all expenses are paid.

Gross Profit - the amount of money left after the cost of goods sold are deducted. The amount of money left is available for any remaining expenses and then any other use the company wishes.

Net Profit - the amount of money left after all expenses are deducted.

Cost of Goods Sold (COGS)- the cost to the company of goods sold by the company during a period of time. The amount left after subtracting from total revenues the cost of the goods sold. The formula for reaching the cost of goods sold is **Opening Stock + New Stock Purchases - Closing Stock**.

Selling Price - the price at which a product or service is sold to the public.

STRAND: Core
TASK AREA: Applied and Personal Math - Bonus
SKILL: 6.07 Gross and Net Profit

Lancaster County Academy
TRAC
I.A.6.c.
Review of Business Math

No matter what occupation you choose, you will use math in some form. You may be calculating formulas in a laboratory, compiling statistics, projecting budgets, computing discounts or shipping rates, determining square footage, etc. Maybe you'll be figuring out your expense report!

In all jobs, there is a great emphasis on the importance of accuracy and problem-solving ability. Calculators, computers, measuring instruments, and other tools may be provided. However, you must supply the understanding! You must determine what the question is, so you can apply the tools to find the answer!

A. What math skills are used in your current job? What tools are used?

B. What math skills are needed in your chosen career? What tools are used? Research your career in the Dictionary of Occupational Titles, WorkKeys, or other reference material. What level of math ability is suggested for your career?

C. Complete the attached worksheets

DETERMINE SHIPPING COST BY WEIGHT

You work in the office of a moving company. A customer, Mr. Franklin, calls in for a piano to be moved. It weighs 762 lb. The total trucking cost, in this case, is based upon

- flat rate for weight of the piano (which is in a crate)
- distance—100 miles free, $.15/mile after 100 miles

Use the the rate chart shown below to determine the trucking cost of Mr. Franklin's piano.

Rate Chart

Number of lb.	Moving Cost
0 – 200 lb.	$ 50
201 – 500 lb.	$150
501 – 800 lb.	$250
801 – 1,000 lb.	$350

1. What is the weight of the piano? _____

2. Based on the weight of the piano, what is the flat rate for moving it? _____

3. The piano needs to be moved a distance of 345 miles. The first 100-mile cost is free. What is the moving cost for the additional mileage? _____ (no. of mi. × cost/mile = total cost)

4. Figuring the flat fee for weight and the moving cost, what is the total trucking cost that Mr. Franklin should expect to pay? _____

BEST COPY AVAILABLE

CALCULATE REAL COSTS

You are a loan processor. Calculate the following interest rates and real costs based on the information given below. You may use a calculator if you wish.

Mr. and Mrs. Walker want to pay off a few bills. They apply for a $2,500 loan with 13.25% interest for 2 years.

Use the formulas:

Interest (I) = Principal (P) × Rate (R) × Time (T)

Real cost = Loan amount + Interest

1. Calculate the simple interest on the $2,500 loan the Walkers are requesting.

_____ (P) × _____ (R) × _____ (T) = _____ (I)

2. What is the real cost the Walkers will pay back to the bank?

_____ (loan amount) + _____ (interest) = _____ (real cost)

3. Calculate the simple interest if the Walkers applied for a loan of $3,600 with 15% interest for 3 years.

_____ (P) × _____ (R) × _____ (T) = _____ (I)

4. What is the real cost the Walkers will pay back to the bank?

_____ (loan amount) + _____ (interest) = _____ (real cost)

I.A. 7. A.
Safety in the Workplace

READ: Part Three: Occupational Safety and Health pp 85-107 in
Work: Pathway to Independence.

Complete the following activities:

1. Review the list of workplace hazards on pp. 89-90. Choose one that is present at your workplace. Using the computer, design a warning sign and instructions that you could display in the danger area.

2. Short Answers: Answers must be typed
a. Give five examples of occupational accidents.

b. What is an occupational disease?

c. Name five main factors that cause occupational accidents.

d. List some of the mechanical hazards that are present in your present workplace or in your chosen career field.

e. What steps would you follow if you had to teach a new worker a dangerous task?

f. What is OSHA? What is its purpose? What is NIOSH? Why might you want to contact NIOSH?

g. How can an employer or employee find out whether or not the company is in violation of OSHA standards?

h. What is the purpose of state workman's compensation laws?

I. How much of a role do you think the government should play in maintaining safety and health standards in workplaces? Without government regulation, would companies pay attention to safety issues? Are you willing to pay more for goods and services produced in a safe environment? Would you be willing to risk your safety for higher wages? Support your answers.

Complete the attached handout

There are at least ten faults in the office illustrated below. All of these faults constitute dangers to the health and/or safety of the people working in the office. Study the illustration carefully and write down as many faults as you can.

MODULE 19
ASSESSMENT 1
PUBLIC SAFETY AND THE LAW

LIST THE SAFETY HAZARDS YOU NOTICED IN THE ATTACHED PICTURE:
(You need to list at least 6 problems)

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

TRAC ASSOCIATE NAME _____ DATE: _____

SAFETY CHECKLIST

1. DRAW A MAP OF YOUR WORK PLACE. HIGHLIGHT THE PLACEMENT OF SAFETY EQUIPMENT. INCLUDE DISPLAYED INFORMATION AND SIGNS. (INCLUDE ALL FIRE EXITS, FIRE FIGHTING EQUIPMENT, FIRST AID CASES, ETC.) RECORD WHAT KIND OF FIRE EXTINGUISHER IS USED.

2. PREPARE A SAFETY CHECKLIST FOR YOUR ORGANIZATION. INCLUDE IN THIS LIST POTENTIAL HAZARDS SUCH AS FRAYED OR OVERLOADED EXTENSION CORDS, DUSTY OR DIRTY FIRE EXTINGUISHERS, BLOCKED ENTRANCES, UN-LIT EXIT SIGNS, OBSTRUCTING OF LOOSELY ATTACHED DISPLAY ITEMS.

EXAMPLE:	*YES*	*NO*
ELECTRIC CHORDS IN POOR CONDITION		
POISONOUS MATERIALS UNSECURED		
MOVABLE DISPLAY RACKS IN DANGEROUS POSITION		
POORLY FUNCTIONING FIRE EXTINGUISHER		

3. AFTER PREPARING YOUR SAFETY CHECK, SUBMIT LIST TO YOUR MENTOR. AFTER MENTOR REVIEWS AND COMMENTS ON LIST, SUBMIT REPORT TO TRAC COORDINATOR.

TRAC ASSOCIATE:_____
DATE DUE: _____
DATE SUBMITTED:_____

MENTORS COMMENTS:

ACTIVITY 2 : STUDENTS STUDY CORRECT LIFTING TECHNIQUE
DIVIDE STUDENTS INTO PAIRS, PRACTICE LIFTING A BOX
USING THE CORRECT TECHNIQUE

LIFTING SAFELY

1 PLAN THE LIFT.
IF THE LOAD IS TOO
HEAVY, GET HELP

2 PLACE YOUR FEET APART,
ONE FOOT BESIDE THE LOAD,
ONE FOOT BEHIND IT

3 BEND YOUR KNEES

4 HOLD THE LOAD FIRMLY
WITH BOTH HANDS

5 RAISE YOUR HEAD
AND PULL YOUR CHIN
IN TO KEEP YOUR
BACK STRAIGHT

6 LIFT THE LOAD TO THE WAIST,
BY STRAIGHTENING YOUR LEGS,
KEEPING ELBOWS CLOSE
TO THE BODY

7 TO PUT THE LOAD DOWN
BEND YOUR KNEES AND
KEEP YOUR BACK STRAIGHT

8 WEAR PROTECTIVE CLOTHING
WHEN NECESSARY

I.A. Off the Job training
2.Communication Skills - Cultural Diversity

Name _____

Lancaster County Academy
TRAC/SCHOOL-TO-WORK
Diversity Awareness Inventory

This inventory is designed to increase your self-awareness of the ways in which we judge, stereotype, and sometimes discrimnate. INSTRUCTIONS: Please respond to the following questions by placing a check mark in the appropriate column.

Do I...	NO	YES	Sometimes
1. Refrain from making remarks that stereotype?	____	____	_____
2. Recognize that I have prejudices and biases?	____	____	_____
3. Refuse to participate in discussions that disparage those from other backgrounds	____	____	_____
4. Make efforts to get to know people from cultures and races other than my own	____	____	_____
5. Recognize that people from other backgrounds are as skilled and competent as those of my background?	____	____	_____
6. Speak up when I haear racial slurs or deragatory remarks about others?	____	____	_____
7. Accept that other people may not share my values, views, or lifestyle?	____	____	_____
8. Go out of my way to include those from other cultures and backgrounds in personal and work activities?	____	____	_____
9. Try to learn other cultures by reading and asking questions?	____	____	_____
10. Try not to judge others by my behavior or standards?	____	____	_____
11. Help people from other cultures learn about mine?	____	____	_____
12. Respect other cultures' traditions and practices?	____	____	_____
13. Encourage others to speak up about injustices?	____	____	_____
14. Confront policies that are discriminatory?	____	____	_____
15. Participate in volunteer and civic organizations with people from backgrounds different from my own?	____	____	_____
16. Reach out to those who feel disenfranchised?	____	____	_____

Answer the following questions on a separate sheet of paper:

1. Review your answers - "NO" answers indicate a low awareness and appreciation for diversity. Are you pleased with your score? If not, how do you plan to increase your awareness?
2. How can you become more aware and appreciative of the cultural diversity in our society?
3. How will cultural diversity impact you in your current and future workplace?
4. How can the Academy improve our use of case studies, examples, and other materials to better reflect the diversity of our society? Please share your ideas and comments with us.

Turn in this questionnaire and written answers to these questions

READ + RETURN: DO NOT REMOVE FROM CLASSROOM

I.A.7.d.

A Lesson in Successful Relations with Co-workers

14: Sexual Harassment Among Co-Workers

Introduction

The best work environment is one in which employers and employees work together as a team, supporting, leading, and sharing goals. In such an environment, each person must meet his or her responsibilities and do a good job. Every employee on the team must help the employer sustain this spirit of cooperation and achievement. None of this is possible if you engage in sexual harassment of co-workers.

This packet is about sexual harassment among co-workers. If you are involved in sexual harassment among co-workers, you won't have good relations with your co-workers. If you don't have good relations with your co-workers, you may lose your job.

The Problem and Its Consequences

Offices and companies are complicated, interactive systems. The behavior of each person in the system impacts on the behavior of all the other persons. To paraphrase the poet John Donne, "No person is an island." Each of us depends to some extent on other people.

The best work environment is one in which each person is respected as a person. No one is demeaned, put down or harassed because of age, race, ethnic background or gender. All women and men are treated as equals and as professionals, not as the objects of sexual harassment, intentional or unintentional.

Unfortunately, some people don't understand that workplaces are for work, not for personal pleasure. They can't keep their social life and their working lives separate. They harass other workers in many ways—by making unwanted advances or

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insisting that the co-worker go out with them socially. Or they make remarks about a co-worker's figure (if it's a woman) or physique (if it's a man).

In other words, they treat that co-worker as an object, not as a person, and in so doing, diminish that person's status with other workers and supervisors. Supervisors take seriously a woman named Roberta or a man named Joseph. They're not so inclined to take seriously a woman whose nickname is "the Bimbo" or a man all the women call "the Hunk." It's a way of diminishing that person's value in the eyes of others.

The problem has become so widespread that many companies now have policies against sexual harassment on the job. If you violate these policy statements, your employment may be affected. The law also permits individuals to sue other persons for sexual harassment; you may find yourself named in a sexual harassment lawsuit if you engage in behavior which is clearly harassment of a co-worker.

Causes of Sexual Harassment among Co-workers

We've all heard numerous reasons (or excuses) for engaging in sexual harassment among co-workers. Here are a few of the more common ones:

- Everybody else does it.
- Hey, he's a cute guy; why shouldn't I call attention to it?
- The way she dresses, she deserves anything she gets.
- Life's too short. If I like what I see, I go after it.
- All I did was call her "honey."
- I like to talk that way to men (or women).
- I just asked her to go out. What's all the fuss about?
- All I did was tell one little joke. . .

Those are the things that are often said by way of defense. As for the underlying

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causes, they're anybody's best guess. Some people harass co-workers because they secretly don't respect the other sex—they really are angry at all men or think all women belong back in the kitchen. Sexual harassment, whether by speech, inappropriate touching, gestures, telling suggestive stories, or whatever, is their way of letting the other person know their opinion of ALL women/men. Putting down this one person is a way of getting back at all women/men.

Others think sexual harassment is clever or cute. These persons usually are the office clowns who come in every day with a new off-color story and don't know how to choose their audience. Or they give muted wolf whistles and make barely audible remarks when an attractive employee walks by. Or they badger a co-worker for a date when it's obvious that he or she really isn't interested. Whatever form it takes, true sexual harassment is usually meant to demean or belittle the person toward whom it's directed. In fact, it usually ends up demeaning the person who engages in the harassment.

What it means to Engage in Sexual Harassment

Sexual harassment in the workplace can take many forms. Here are a few of the more common ones:

- Inappropriate touching or fondling of a co-worker without his/her expressed permission
- Making sexually suggestive remarks about or to a co-worker or calling him/her by suggestive or inappropriate names
- Insisting (in an objectionable way) that a co-worker see you socially —especially if you've already been turned down by this person on other occasions
- Asking inappropriately personal questions of a co-worker ("So how's your love life lately?" or "How come you aren't married?")
- Telling off-color jokes to a co-worker (especially one of the opposite sex) or a group of co-workers

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- Making remarks about a co-worker's physical characteristics, either to him/her or to colleagues ("Look at those legs, will you? Wow!")

- Describing the plots of X-rated films or books to co-workers (especially those of the opposite sex)

We're all adults, and chances are that we may have done one or more of these things. In part, it's a matter of using good judgment and knowing your audience. If Grethe wants to describe Tom as "a hunk" to her best girlfriend over lunch one weekend, that's one thing. If Grethe describes Tom in that way to a group of co-workers at lunch on Monday, that's quite a different thing. It demeans Tom and his professional standing and invites others to think of him as a sex object instead of a competent and well-trained man.

If Tom tells a group of male buddies about a great X-rated film he rented over the weekend, chances are that no one will be upset. But if Tom recounts the plot in great detail to a female co-worker on Tuesday, he may be called in by his supervisor to discuss sexual harassment on the job. The rule of thumb is: keep your personal life at home and with close friends; be strictly business at the office. It's the safest and smartest way to behave in these litigious days.

Case studies

MEL MAKES A MOVE ON MILLY

Mel works in a large office where there are many part-time workers. Among them is Milly, an attractive young woman in her early twenties. Milly also works part-time on weekends in a fashionable boutique and often buys striking outfits on sale. Milly has a good figure and enjoys wearing short skirts and form-fitting clothes.

Mel recently came to work in the office where Milly acts as an administrative assistant. Mel, who is single, was immediately taken with Milly's pretty face and figure.

"Wow! Get an eyeful of THAT!" Mel said loudly to his office mate the first time Milly strolled through the room. "Look at those long legs! I'll bet she's

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really something else on a date. Is she married?"

Mel found out that Milly was engaged, but that didn't stop him. He was constantly asking her to join him for lunch or coffee and wouldn't take no for an answer. Every time she walked by, Mel was hanging around, eyeing her suggestively and making remarks to whoever was in earshot. "Look at that gorgeous chick!" he'd sigh. "All that potential, if you know what I mean. What a waste!"

One morning, at a brunch for new clients, Milly walked by Mel holding a cup of cappuccino. Mel sniffed the aroma of the coffee and sighed. "Where did you get that, gorgeous?" he asked.

"Over there," replied Milly, gesturing to the buffet table on the other side of the room.

"Get me one too, willya, honey?" asked Mel.

That was the last straw for Milly. "Get it yourself! I'm tired of your remarks. You can go get your own coffee, like everyone else does!"

Milly stormed out of the room and into the Human Resources office where she talked at length with the Director, Janet, who has a long history of advocacy in women's issues. She listened carefully to Milly's stories about Mel and advised Milly to file sexual harassment charges.

Mel will soon receive a note marked "Personal"—but it won't be a love letter in Milly's handwriting. Mel may soon be job-hunting again.

HARRIET HARASSES "THE HUNK"

Joe is a tall, well-built man who works in a large office. Joe is a sports enthusiast who has done a great deal of weightlifting, backpacking, and cross-country skiing. He has run in several marathons and bicycles competitively during his vacations. Joe is in excellent physical condition and has a handsome face.

Joe recently received a promotion and moved into the office across the hall

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from Harriet. Harriet and several friends at work have formed a group called "Harriet's Happy Hour Harpies." They regularly eat lunch together at least once a week and frequently go out together after work on Friday afternoons.

On the first Friday afternoon after Joe moved into his new office, Harriet commented to her friends: "You should SEE the new guy who just moved into the office across the hall. What a HUNK! Gorgeous arms, beautiful shoulders, you should just SEE the way he moves. It's hard for me to concentrate on anything when he's around!"

Next week, Harriet was introduced to Joe. "Hi, good-lookin'!" she greeted him. "Bet we're gonna have fun together, huh?"

Joe was a little taken aback, but he tried to shrug it off. But when his supervisor asked him to work on a new project, he discovered that Harriet had been assigned to be the project manager and had asked that he be on her team.

Harriet spent the first few days of the project hanging around Joe's office. She practically moved in, complete with legal pads and coffee cups. Every time the team took a break, Harriet flirted with Joe. "Here, let me just feel those big shoulders," she'd sigh. "Want a backrub later on? Come on, lighten up, take me to dinner when we get done tonight. My treat, what do you say?"

Joe politely refused, saying that he needed to get home to change clothes and study before his night class. But Harriet wouldn't take no for an answer. She called him up at home and practically ordered him to take her out to dinner, throwing out broad hints that his new job might depend on doing what she told him to do.

Joe stood firm and didn't go. In the meantime, he checked with his supervisor, who made it clear that what he did after hours was his own business. "Look, Harriet's made a play for every new man who walks in this office. Give it time, it will pass. And remember, I'm the supervisor, not Harriet. I decide who goes and who stays, not Harriet."

Joe's supervisor was right. Harriet harassed Joe until Chris came to work. Harriet and the Happy Hour Harpies still sigh "What a hunk!" when Joe

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walks by. They're still trying to get him to go with them for lunch. But Joe has asked for a transfer to another division and is planning to file sexual harassment charges against Harriet.

Problem prevention and goal setting

The best way to stop sexual harassment among co-workers is simply not to do it. Sometimes, that's easier said than done: old habits, no matter how bad, are often hard to break. To help you develop new habits toward your co-workers with regard to sexual harassment, here are some steps you can take:

- Become sensitive to the feelings of others. You may think your favorite off-color joke is adorably cute and will offend no one, while others may find it offensive. When in doubt, don't say (or do) something questionable. Err on the side of good taste rather than bad.

- Be conscious of the way you touch other people. If you're a demonstrative, extroverted "toucher," you may mean no harm by a hand on a co-worker's arm or shoulder. But a person who is sensitive to sexual harassment issues may see this as an overtly sexual gesture. Again: when in doubt, don't.

- Try to hear your remarks through another person's ears. Mel may have meant to flatter and compliment Milly, but she perceived his attention as unwelcome and demeaning. Harriet's comments about Joe's physique and face were complimentary in a certain sense, but demeaning and off-putting in another. If you want to compliment a co-worker, better to do it directly. A sincere compliment on someone's appearance is seldom misdirected; harassing or sexually suggestive remarks often are.

- If you are the recipient (or victim) of sexual harassment, try confronting the person directly first. Often, people who harass others are genuinely unaware of the effect of their actions. Take responsibility for letting the other person know about the conduct or language that offends you. Try the "just say no" approach first and see if the behavior stops on its own. If it doesn't, then

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you can take appropriate legal action or report the behavior to your company.

- Know the sexual harassment policies of your company and know what qualifies as genuine sexual harassment. If in doubt, it's probably better to refrain from making the remark or gesture. These are litigious times and many people are super-sensitive to gender-based discrimination. Protect yourself and co-workers from even the suspicion of harassment charges.

As with any kind of problematic conduct at work, it helps in avoiding sexual harassment to set some goals for yourself. The Response Packets that follow will help you formulate goals that will help you to avoid engaging in sexual harassment with co-workers.

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I. I.A.8.
Avoiding Discrimination

eractive Program

Successful Relations with Customers

l Racial Discrimination

Introduction

The best work environment is one in which employers and employees work together as a team, supporting, leading, and sharing goals. In such an environment, each person must meet his or her responsibilities and do a good job. Every employee on the team must help the employer sustain this spirit of cooperation and achievement. None of this is possible if you practice sexual and racial discrimination in the workplace.

This packet is about avoiding sexual and racial discrimination. If you don't avoid sexual and racial discrimination, you won't have good relations with your customers. If you don't have good relations with your customers, you may lose your job.

The Problem and Its Consequences

We live in a society in which, constitutionally, everyone is guaranteed equal rights. Every adult in our country is entitled to vote, go to school, hold a job, marry or divorce a spouse, own property and defend him/herself. We also believe that everyone is entitled to fair and equal treatment or service in stores, restaurants, theaters, business offices, public transportation and other places where people gather in large numbers.

That's all well and good—at least in theory. The reality is that some people want other people to be just like themselves. They like others to look the same, dress the same, eat the same kinds of food, speak the same languages, even be of the same gender. We say that these persons are "ethnocentric" or "gender-biased."

When a business of any kind shows prejudice toward persons of any ethnic or racial group, age or gender, customers soon learn that service here is not based on a fair or ethical standard. Instead, it is based on what should be irrelevant factors:

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your race or ethnic origin, your age, your gender. Customers understand that they, too, could be treated unfairly or refused service because of prejudice among management or workers. Soon, they'll decide to go elsewhere.

There are also possible legal consequences when employees of a business practice any form of discriminatory behavior. Customers who are refused service or receive inferior service are entitled to sue for fair treatment, and many will do just that. Lawsuits are costly and time-consuming for a company and can do damage to the company's image. No one needs that kind of negative publicity.

Causes of sexual or racial discrimination

Practicing racial or sexual discrimination in the workplace is a form of prejudice. Prejudice literally means a "pre-judgment"—that is, forming a judgment about an individual based on his/her membership in some group. The person who is prejudiced will claim that he/she does not "like" Asian-Americans/white males/older adults/children/women/African-Americans or Hispanic Americans. Often, that person doesn't take the time to get to know Chang or Jose, Luwanda or Gunnar as human beings. He or she just dismisses them because they're a member of "that" group.

There are many causes of racial discrimination in the workplace, but here are some of the more common ones:

- They look different from me and my friends.
- They dress differently.
- They live in a different part of town and go to different schools or churches.
- They don't "fit in" to American culture.
- They don't speak the language very well; it's hard to understand them.
- They always want to bargain about price.

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- They tip differently than "real Americans" do.

In terms of sexual (or gender) discrimination, the same kinds of patterns apply. We often hear, for example:

- They're into that "macho" stuff; all they care about is football and beer.
- They are lousy tippers and tie up tables too long.
- They hold all the powerful jobs and oppress the other gender to get to the top.
- They can't make up their minds.
- They are insensitive and uncommunicative.
- They operate on instinct and feeling all the time; they're basically illogical.

In every instance, the stereotyped idea of a racial or gender group divides the world into "us" and "them." "We" are the In Crowd, the ones who are right, so our idea of right and proper prevails. "They" are the out group, the ones who don't fit and who need to conform to our standards. That's true whether we're men criticizing women, women trashing men or Caucasian-Americans putting down people of African, Asian or Hispanic origin.

What it means to discriminate racially or sexually

There are many ways in which people behave prejudicially in their daily lives. Some are quite obvious; others are so subtle that they often can pass undetected.

In the workplace, discrimination toward customers takes many forms, but here are some of the most obvious:

- Refusing service to someone because of sexual or racial/ethnic orientation or because of age

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- Giving slow or inferior service to someone for the same reasons
- Making disparaging remarks about a particular group of people
- Using inappropriate ethnic or racial or gender-based/age-based language (talking about "chicks" or "hunks," for example, or stereotyping all young people as "rude kids" or "dopers" and all older adults as "old codgers")
- Stereotyping the economic level of persons based on their ethnic, gender or age group (assuming, for example, that non-Caucasian Americans, single women or younger people will want the least expensive product or service)

When you make these assumptions or behave in discriminatory ways toward persons, you deprive them of their right to be accepted as individuals. Thus you cease to deal with Ron and Tom, but instead dismiss them as "dumb white male jocks." You don't offer to help Stephanie and Sarah, but instead refuse service to "those African-American women." And you never, ever get to know Henry and Jennie as people; they're just "those difficult old people" that you hate to serve.

Case studies

EMMA WHO SNUBBED MY WIFE

Emma is an Italian-American woman who works in a Tempesta's Pizza Parlor. Emma comes from a large Italian family and is very proud of her ethnic background. In fact, one could say that Emma is prejudiced—toward anybody who is not Italian or Italian-American.

Ron and Stephanie are a successful African-American couple who own their own business. They know the owner of the pizza parlor and often entertain business clients or investors there in the late afternoon. Emma's shift usually begins about 6 PM, so she rarely sees Ron and Stephanie in Tempesta's.

But one afternoon last week, Emma came in at 3 PM. There were only a few people in the restaurant and so there were plenty of vacant tables. Stephanie

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came in and asked for a large booth in the front, explaining that she was waiting for four other people to join her.

"Sorry, but you'll have to wait until the whole party gets here," Emma snapped at her. "We don't seat until everybody's here. That's the rules."

Stephanie, bewildered, explained that she had often taken a table before the rest of the party arrived. "We've known Lorenzo for ten years and we've held dozens of meetings here. Look at all those empty tables! Can't I just sit at one and order a coffee while I go over my notes?"

"Look, I don't make the rules," Emma countered. "You'll just have to wait in the bar area. Sorry." And Emma turned and walked away.

Fifteen minutes later, Ron and his investors arrived. Emma let them cool their heels in the bar for over five minutes before she finally came out and led them to a small, crowded table in the back of the restaurant.

"Look, we need some space for our papers and charts. Can't we have that large booth over there?" Ron asked.

"Sorry, it's reserved for a large party tonight. This is all we've got; take it or leave it," Emma retorted.

Ron and Stephanie and their investors took the smaller table and held a very quick meeting—just long enough to decide to go elsewhere for dinner. The next day, Ron called Lorenzo. "Where in the heck did you get HER?" he asked, referring to Emma. "I can't believe such rude treatment. You'd do well to fire that young lady before she gets you in any more trouble!"

PREJUDICED PETE

Pete is prejudiced—toward everyone and everything. Pete works in a large office-supply store in a strip mall. His chief entertainment during slow times in the store is to stand at the window and make rude remarks about all the customers who pass by.

"Look at those silly yuppies with their silly little dogs," he'll say about the women

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who walk out of the dog grooming parlor next door. If a teenager roller-skates past the window, he'll begin a long harangue about teenage fashions and music. If a retired couple strolls by, enjoying the sun, he'll make jokes about "those old geezers" and "blue-haired old ladies."

Pete also doesn't like people from different ethnic or racial groups. He makes jokes about Hispanic-Americans, Polish Americans and Asian-Americans. He thinks all native Americans "ought to go back to the reservation where they belong."

Pete's family came from Greece several generations ago, but Pete seems to have forgotten that the family were once immigrants. To Pete, being "Americanized" means standing at the window and making loud comments about the "chicks" and "broads" who walk past the shop.

Last week, two Asian-American women who were shopping in the mall were the targets of Pete's ethnic and gender slurs. They reported the incident to the governing board of the mall. Soon, Pete will be spending his time defending himself in a discrimination-based lawsuit. His supervisor and the customers are tired of his ethnic, racial and gender-based slurs.

Problem prevention and goal setting

The major way to prevent sexual and racial discrimination toward customers is to become sensitive to situations where such discrimination might occur. Ask yourself if you really do treat customers differently depending on their ethnic, racial, gender or age category. Do you or your co-workers give better or faster service to those in groups that you "approve" or like? If so, you may be guilty of discrimination toward customers.

That simple awareness is the first step. The second step is consciously to stop practicing discriminatory behavior. Learn to be self-monitoring; to ask yourself "Would I have given this person better/different service if she were male, or if he were Caucasian instead of Hispanic-American?" Then make a conscious effort to shift your service so that it is not discriminatory toward the person in question.

As with any kind of behavior, you'll find it easier to change if you set some concrete goals for yourself. The response packets that follow will ask you to set some goals to help you avoid discriminatory behavior in the workplace.

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Lancaster County Academy
TRAC
1.a.7.c.
Hygiene Standards

1. What basic health and hygiene standards should every worker meet?

2. Give an example of a negative effect of a worker not following basic hygiene.

3. What standards are required in your current job? (For example, hair nets, antiseptic soap in restrooms, etc.)

4. What standards are required in your chosen occupation?

I.A.3.b. Discrimination

Name_____

1. Why is it important to avoid descriminatory behavior toward customers?

2. Give some examples of sexual and racial discrimination in serving customers.

3. Have you ever noticed any discriminatory behavior towards customers in your workplace? If so, describe it.

4. Have you yourself ever been discriminated against and received inferior service for that reason? If so, how did you feel bout it?

5. What are some ways in which your company might prevent discriminatory behavior among employees?

6. How did Emma discriminate against Stephanie, Ron and their guests?

7. How might Stephanie and Ron have felt when Emma treated them badly?

8. How can you ensure that your workplace is free from discrimination to customers or employees?

OFF THE JOB TRAINING I.A.8.
The role of unions

Read pp 268-272, "The Worker in our Economic System" in Work: Pathway to Independence. Complete the "What Do You Think?" essay questions (one paragraph each). Answer the 9 True or False questions under "Chapter Check".

Unions were organized to give workers a stronger voice in dealing with employers regarding wages, hours, working conditions, and job security. Unions are now a standard part of our economic system. You are likely to have contact with labor unions at some time during your working life.
SHORT ANSWER: Patricia Hopson-Shelton of Millersville University has stated that you have few rights in Pennsylvania if you do not belong to a union. Do you agree? Why or why not?

Unions are one response to the natural conflicts between the needs of an organization and the needs/wants of individual workers. In order to be successful, an organization/company needs several factors: low costs, efficient work, high productivity level, cooperation of workers, etc. On the other hand, individual workers are concerned with good wages, safe and pleasant working conditions, job security, opportunity for advancement, and other employment issues. Most people have experienced this conflict at some point in their employment history.
SHORT ANSWER: How do unions solve these conflicts between management and labor? Besides unions, how else can these conflicts be resolved?

READ: Article #39, "Levi Tries to Make Sure Contract Plants in Asia Treat Workers Well" and the excerpt from #29, "The New World of Work" from Business Ethics 95/96

SHORT ANSWERS: Do companies have a responsibility to monitor labor practices in overseas factories? Is it possible for these foreign workers to be paid as much as union labor in the USA?
If you were a stockholder in Cummins Engine Company, how would you react to the news that workers were paid $8.75/hour instead of the union wage of $17.60? Can you think of any problems that may occur because of this change? What is your opinion on the future of unions? Would you seek employment at a company if it required joining a union? Do you believe that union membership will increase or decrease?

TRAC Name _____

I-A.8. Employee Relations

Define the following terms:

Independent Contractor _____
_____

Employee _____

Payroll Deductions _____
_____

FICA _____

Gross pay _____

Net pay _____

Labor union _____

Arbitration _____
_____

Occupational Safety & Health Act _____
_____

Fair Labor Standards Act _____
_____

Labor Management Relations Act _____
_____

Union Shop _____
_____

Open Shop _____

Collective bargaining _____

Additional sources: Work: Pathway to Independence Chapters 27 & 29

Lancaster County Academy
TRAC
I. A. 9.B.
Computer use in business

Computers and computer-aided technology are changing the way people work in nearly every occupational field.

A. How are computers used in your current job? Do you know how this has changed in the last five years? Predict what the next five years will bring.

B. For your chosen career, describe how computers and related technology are used. How has this changed over this past 5-10 years? What is predicted for the next ten years? (HINT - THESE are great questions to ask on your informational interview)

Lancaster County Academy
TRAC - School To Work
Unit I. B. Career Exploration & Awareness

In order to choose an appropriate career goal, you must consider your abilities, interests, values, and work styles. The purpose of this unit is to encourage you to determine what careers would be the "best fit" for you. Discovering your strengths and interests can greatly assist you as you make decisions about your future. It is imperative that you approach this unit with a mature attitude. Complete the assignments to the best of your ability - take your time and answer the questions honestly and seriously.

1. Complete the interest inventories we have available: Holland SDS and Career Path, and the Myers Briggs Personality Profile. (There are other interest inventory exercises available, and we may suggest you complete them as well.)

Holland SDS is a paper-and-pencil exercise available from Rhonda or Diane. After answering a series of questions, you will total your scores and arrive at a 3-letter code which should reflect your career interests. You will then use the Occupational Codes book to find occupations rated with the same or similar code. **Select at least six occupations for further research.**

Career Path inventory is available on our computer system (see a tutor for help). Again, you must answer a series of questions based on your preferences for work environment, post-high school education, etc. The computer will then rank 3,600 careers according to your answers.(If the career list does not seem to match your interests, follow the suggestions for adjusting your interest profile.) When you are satisfied that the profile matches your interests, **print out the top 40 list of careers.**

Myers Briggs personality profie is another pencil and paper exercise. However, the focus here is on your personality and how that relates to suitable career choices for you. Your answers will translate to a 4-letter code which may "describe" your personality. You should then research which jobs are best suited for people with your personality "type". **Select at least six occupations for further research.**

The goal of these self-awareness/exploration activities is to help you focus on occupations that you may not have previously considered. DON'T be alarmed by the results on one of these tests. You WILL review all three (or more) results with a staff member; the process will be to look for trends or common threads between the three sets of results.

As a result of this work, you will be able to write a short Career Choice Statement, describing a career you are interested in and how the occupation "fits" the results of the personality and interest inventories.

2. You have now generated a list of as many as 52 careers, although there should be some overlap, with careers common to the three lists. Now you must start asking questions and gathering more information.

1. What occupational areas do these careers represent? Are they more related than you had realized?

2. What are the educational and experience requirements?

3. What are the job prospects in Pennsylvania for these occupations? National trends?

Review the information available on occupational classification. In addition, review the labor market statistics for this region, the state, and nation. Are there any jobs you had not considered that are slated for strong growth? Should you reconsider your choices?

Classify your list of occupations. Determine which jobs have the best outlook for growth.

3. Choose 2 or more careers, based on the results in Parts 1 and 2, to research. Complete the Career Fact Sheet. You will need at least 3 sources for your research. One source should be an interview with someone currently employed in your chosen occupation. (The format for an informational interview is in Business English, Unit 4).

4. Complete five-year plan, based on the research you have completed in this unit. Remember, this information will prepare you for your career speech in Business English, unit 4.

B. Career Exploration and Awareness

Step 1. Interest Inventories & Self-Awareness Activities

Complete the following assessments:

- **Career Path** - installed on our computer network, no disk or CD-ROM necessary. Takes 1-2 hours to complete, but does not have to be done in one sitting. Use your first initial and last name to save. Be candid in your responses, and be sure to answer every question. The result of your answers will be a ranking of 3,600 occupations that seem to be the "best fit" for you. You will print out the top 40 jobs. Ask a tutor for assistance if you do not understand how to use the program.
- **Holland Self-Directed Search (SDS)** - a paper-and-pencil activity that looks at your hobbies, dream occupations, experience, etc. This information is converted into a three-letter code reflecting your occupational preference profile. Use the Occupational Code Handbook, which classifies 12,600 occupations, to find jobs with your code or a variation.
- **Myers-Briggs Type Indicator** - this assessment is an attempt to gauge your personality type, hour preferences for making decisions and viewing the world. Knowing more about yourself can help you understand where your special strengths are and how that relates to the types of jobs and work situations you may enjoy. Responses to questions are recorded on a bubble grid, which will then be hand-scored by a tutor.

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II. On the Job
D. Job Preparation - Employment Information Summary

Human Resource professionals report that incomplete applications are usually discarded, and jobseekers unable to provide critical information are unlikely to be hired. The moral is: Always be prepared when job-hunting! When filling out a job application, it is vital that you COMPLETE the application, listing ALL required information. By preparing an Employment Information Summary and carrying a copy with you, you will be ready to answer any questions!

Develop your own Employment Information Summary, including the following:

Personal Data: Name, current address, previous address (and how long there). Phone number, Social Security number

Work History: for each job you have held, list the company name, address, telephone number, supervisor name, dates of time worked there

Educational background: names and addresses of grade school, middle school, high school, vo-tech or other specialized school

Skills: a list of specific skills (keyboarding/typing speed, calculator or adding machine use, familiarity with popular software, etc.) which you have developed at school, jobs, or as a volunteer

Interests: Clubs and other organizations you have joined, hobbies, sports, etc.

References: a list of at least five people from a wide variety of backgrounds who are willing to recommend you to employers, vouching for your honesty, dependability, and other work skills. Do not use your relatives as references.

This EIS must be typed and saved to your disk. Submit a copy to the tutor for corrections.

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Ii. On The Job
D. Job Preparation - Letters of Reference

Many employers will ask you to provide a reference - someone who will vouch for your honesty, dependability, and integrity. Therefore, it's a good idea to take time NOW to identify several people who know you well enough to be a valid character reference. Who would be a good reference? A family friend, coach, Scout leader, neighbor, teacher former coworker, etc. Do **not** use relatives. Ask the permission of these people BEFORE you release their name and phone number to a potential employer.

It is helpful to have a letter of reference which you can send to potential employers (you may also need one for college admission. This is particularly useful when you have moved to a new town - or if your favorite reference is moving out of town!

Your assignment is to obtain a letter of reference. The lettter should be addressed "To whom it may concern". If you have any questions about the letter's contents, please see a tutor.

PART 2

CORE SKILLS LIST

TASK AREA 1: COMMUNICATION SKILLS

Listening, questioning, speaking, following directions, writing, using the telephone, body language

ESSENTIAL SKILLS

Able to:

1.02	Show active and accurate listening skills	1	2	3	4	5
1.03	Ask questions appropriately	1	2	3	4	5
1.04	Use appropriate and effective speech and grammar	1	2	3	4	5
1.05	Speak clearly and concisely	1	2	3	4	5
1.07	Approach clients, customers and staff with confidence	1	2	3	4	5
1.08	Answer and use the telephone correctly and effectively	1	2	3	4	5
1.09	Relay messages accurately in writing and verbally	1	2	3	4	5
1.11	Interact appropriately with customer, client and staff	1	2	3	4	5
1.12	Understand verbal and written instructions	1	2	3	4	5

Able to:

1.24	Discuss work related issues and procedures	1	2	3	4	5
1.27	Describe a product or service to a client or customer	1	2	3	4	5

Comments _____

TASK AREA 2: PERSONAL APPEARANCE AND PRESENTATION

Grooming, dress, deportment, image, first and last impressions, pride

Able to:

2.01	Demonstrate appropriate personal grooming, deportment and hygiene standards	1	2	3	4	5
		1	2	3	4	5
2.04	Project a positive image	1	2	3	4	5
2.05	Create a favorable first and last impression for customers and clients, in person and on the telephone	1	2	3	4	5

Comments _____

TASK AREA 3: HUMAN RELATIONS SKILLS

Showing courtesy and respect, maintaining enthusiasm, understanding diversity, being reliable, working positively, helping customers and clients

Able to:

3.01	Demonstrate good manners and common courtesy	1	2	3	4	5
3.02	Show respect to coworkers and management	1	2	3	4	5
3.04	Show positive attitude to each task	1	2	3	4	5
3.05	Demonstrate understanding and tolerance of a wide variety of types of people	1	2	3	4	5
3.06	Demonstrate reliability by seeing a job through	1	2	3	4	5
3.07	Work as a team member	1	2	3	4	5
3.11	Use listening skills to determine customer needs	1	2	3	4	5
3.12	Use questioning skills to determine customer needs	1	2	3	4	5

Comments _____

TASK AREA 4: CODE OF CONDUCT AT WORK

Being punctual, honest, reliable, helpful, and responsible on and off the job

Able to:

4.01	Be punctual	1	2	3	4	5
4.02	Demonstrate an acceptable code of conduct within the work environment *(honesty, confidentiality, courtesy.)*	1	2	3	4	5
4.07	Recognize when other workers need assistance	1	2	3	4	5
4.08	Help coworkers during peak loads	1	2	3	4	5
4.09	Work unsupervised	1	2	3	4	5

Comments _____

TASK AREA 5: TIME MANAGEMENT AND ORGANIZATIONAL SKILLS

Setting goals and priorities, organizing work, using initiative, solving problems

5.03	Show attention to detail	1	2	3	4	5
5.04	Work to deadlines	1	2	3	4	5
5.05	Set priorities for tasks and duties	1	2	3	4	5
5.07	Use initiative	1	2	3	4	5
5.08	Set short term goals	1	2	3	4	5
5.10	Generate alternative solutions to problems	1	2	3	4	5
5.12	Organize work effectively	1	2	3	4	5

Comments _____

TASK AREA 7: SAFETY

Locating fire extinguishers and exits, lifting correctly, practicing health and hygiene standards, knowing emergency and first aid procedures, reporting accidents

Knowledge of:

7.03	Safe use of equipment and machines	1	2	3	4	5
7.04	Safety in the workplace	1	2	3	4	5
7.07	Health and hygiene standards in the workplace	1	2	3	4	5

Comments _____

TASK AREA 8: GENERAL COMPUTER AND EQUIPMENT SKILLS

Use of computers and basic equipment or machines

Knowledge of:

8.01	Efficient use of machines and equipment	1	2	3	4	5
8.02	How computers are used in this business/industry					

Specific Skills/tasks learned

_____		1	2	3	4	5
_____		1	2	3	4	5
_____		1	2	3	4	5
_____		1	2	3	4	5

Comments _____

APPENDIX C

Service Learning Group Workshop Materials

Values, Interests and Skills

"Self-knowledge is the beginning of wisdom."

How do you know who you really are?

Where does your sense of self come from?
--from your parents?
--from your boss?
--from life experience?

How do you know you're good at some things,
but not good at other things?

How do you know you have some talents,
but don't have other talents?

Where do you get the idea that you can do well
on some jobs, but not do well at other jobs?

How do you know what things you have to accept in life, and what things you can change?

If you want to have more control of your life, you need to start by really understanding yourself.

You might be stuck with old ideas and beliefs about yourself which don't fit. They get in your way. Maybe you got them from your parents, or a teacher in the past or from a bad experience.

Now is the time to get rid of other people's ideas of who you are and decide for yourself.

A good way to start is to take a look at three important forces in your life. These forces are:

your VALUES	-the things you care about
your INTERESTS	-the things you are interested in
your SKILLS	-the things you know how to do

Self Assessment of Values

Here is a list of values to consider. Some values will be more important to you than others. Some may not be very important to you at all.

Rate these values on a scale of 1-4: 1= not important at all; 2 = not very, but somewhat important; 3 = reasonably important; 4 = very important

___ Learning - A chance to learn new skills and knowledge

___ Family - Spending time with my family; doing activities together; not having a job or other activities that take away from family time.

___ Advancement - A chance to advance in a job; to be promoted.

___ Challenge - A chance to use my skills and abilities; to feel as if I have really achieved something difficult.

___ Recognition - Having my efforts appreciated; getting credit for doing something well; having your suggestions listened to.

___ Social Conscience - Working on projects and causes that will make the world a better place; defending my beliefs; being active in political and/or social issues.

___ Relationships - Getting along with others; team spirit; companionship

___ Money - Having a decent salary and benefits; a chance for overtime; financial security.

___ Peace of Mind - Freedom from pressure, anxiety, stress, etc.,.

___ Prestige - A chance to do things others respect.

___ Creativity - A chance to think up new ideas; try new ways of doing things; figure out solutions to problems my own way.

___ Independence - A chance to be my own boss; to make decisions on my own; to work without constant supervision.

___ Work Hours - Having the work schedule I want; daytime, night time, weekdays, weekends, full time, part time, etc.

My Top Values

Full Satisfaction No problem I am very satisfied	Somewhat Satisfied So-so I could use some improvement.	Not Satisfied Very Dissatisfied I need to do something about it.
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

All of the above values are important to you. If some of them haven't had a chance yet to find an important place in your life, what can you do about it?

What ideas does that give you about the kind of plans you might make for your future job, career or training and education?

The Career Workshop: Self Assessment

Trying to achieve a balance between your values, interests and skills is an important life goal.

Skills are:
things you
can do

Interests are:
things you
like to do

Values are:
things you
care about

Your values are life seeds. They want to grow and blossom in your life. You can help them grow by doing the things you care about.

Interests are the things you like to do. The more you do them, the more enjoyment and satisfaction you will get from your life.

Skills are the things you can do. You are born with some of them, but many other ones you learn - at home, in school, on the job and in everything you do in life.

If you spend a lot of time doing things you don't like, you will develop skills doing those things (though you might not be very motivated to do them).

If you spend a lot of time doing things you like and care about, you will also develop skills, AND you will be very motivated to use them.

So, the thing to do is this:
BECO! 'E SKILLED DOING THINGS YOU LIKE TO DO AND CARE ABOUT!

Self-Improvement con't

Another way to improve yourself is by learning to compromise. When interacting with others in the workplace, you may encounter those who do not see things as you do. Sometimes your ideas may need the input of others, being able to accept ideas of others will help your efficiency and you. Whatever the problem, you will need to identify and overcome opposition tactfully and logically. Here are some suggestions to help this growth process:

1. Develop flexibility--remember there is more than one right answer and each person is entitled to a point of view.

2. Make yourself equal to your opponents--being antagonistic or superior to others is ineffective.

3. Find points of agreement--no matter how passionately you feel about a point try to start from a common viewpoint.

4. Listen to both sides--enter an argument with your eyes open to a difference of opinion and try to seek merit in the others point of view.

5. Be reasonable--be logical and avoid emotional or prejudicial statements.

Once you have identified your flaws, develop a plan for self-improvement. You need to develop a strategy for self-improvement based on your self-awareness and career ambitions. The decisions you make should be guided by this advise:

1. Be realistic--while it is ok to dream, you should also be realistic. Consider the realities of your situation.

2. Consider all the options--the more alternatives you consider the better.

3. Establish step-by-step goals--begin by setting short term goals that build on each other based on experience.

4. Develop a long-range plan--step back and develop a picture of where your path is heading.

Self-Improvement con't

5. Be disciplined and hardworking--success requires personal energy and drive. Never sit around and wait for success to happen. Take control and make it so.

6. Be open to criticism--don't work in a vacuum, be aware of the opinions of others and welcome differing points of view. Not only will people respect your open mindedness, but you will learn about yourself in the process.

7. Be patient--success does not come overnight but with patience it will happen. Even if you never achieve the long range goal if you improved yourself during the journey all is not lost.

8. Be persistent--don't give up at the first sign of trouble or confrontation.

9. Remain flexible--do not feel locked into a career path. Research has shown that in today's world the young professional will change jobs or careers at least twice.

Goal Setting Exercise:

Ask students to take out a piece of paper. On that paper, write down something(an activity, a skill, a relationship, etc.) that needs improvement. Then, ask them to list three steps that they are going to take TODAY, to improve the situation/item they wrote down. (The instructor should do this also)When the group has finished, ask if anyone would like to share their plan of self-improvement. If no one chooses to, share yours with the group to show an example of a plan for self-improvement.

Knowing Yourself

Basic work attitudes and behaviors are entry tickets to the world of work. Success requires hard work, careful choices and some luck. To meet workplace standards and make worthwhile choices, you need to know, develop and control yourself. Self-awareness is the key. To know yourself make take some examination. Answer the following questions and you will be on the way to understanding who you really are.

1. Traits: Who are You? What are you like?
2. Values: What is important to you? What is your purpose?
3. Aptitudes: What things are easy for me to do?
4. Abilities: What are you good at? What special talents do you have?
5. Interests: What do you like to do? What makes you happy?

Complete the following exercise and find out how well you know yourself.

This is Your Life!

Your Name _____
Your Age _____

A long time ago a famous philosopher said," Know Yourself." That's good advice. You can't truly know other people or the world around you unless you know yourself first.

In telephone directories, the Yellow Pages lead you to the needed services. In *these* Yellow pages you are led to a knowledge of yourself.

Slowly, as you complete the sections that follow, one at a time, a portrait will develop- a portrait of YOU. When you have finished, you should know yourself; the kind of person you are, why you think and act as you do, your talents, your potential, your individual worth. For you are, indeed, an individual- different from all other persons on this earth.

In medieval times, a knight went on a quest to find some marvelous object or to perform some marvelous deed. Your quest is even more marvelous, for you are involved in finding....YOURSELF!

Your Hands:

1. Describe your hands. Be totally honest. Do you bite your nails? Mention as many details as possible.

_____
_____
_____

2. From your description of your hands, what can you deduce about yourself?

_____
_____
_____

Your Face:

3. Describe your face, remember: start with a generalization and continue with details.

_____
_____
_____
_____

Your Clothes:

4. Describe the type of clothing you usually wear. Then explain briefly why you prefer this type of clothing to any other.

5. Do you dress for yourself or for others? Support your answer.

6. Describe at least two body movements that you favor. Include arm and hand movements. Explain briefly when you use each of these movements.

7. Describe your basic tone of voice, the tone when you are angry, and the tone when you are happy.

8. List the three things you like best about yourself.

9. List three things you do very well.

10. What kind of praise pleases you most? (beauty, intelligence, strength, ability, etc.)

11. What kind of criticism hurts you most?

12. Describe briefly your greatest fear; then explain how it makes you feel and how it effects your actions and behaviors.

13. Describe your three main personalities. Probably one will be of yourself as a member of your family. The second as a student in school. What would the third be? Your choice! In each case, describe what you are like and how you act.

14. List below three people who are important to you and briefly explain why each is important.

15. Select one parent. Note specifically how you are different from this parent. Then note how you are similar.

16. Describe your position in your family and the way you think this affects the kind of person you are and the way your parents treat you.

17. Answer the question; "What is a Friend?"

18. Describe below the friendship you most value, and explain why you value it.

19. List below *all* paying jobs you have held: baby-sitting, raking lawns, running errands, etc. After each job, explain what you learned from it.

20. List below three jobs you would like to work at. After each explain why the job interests you.

21. Think back over your entire life. Choose three incidents that you think were worth at least a few lines in your local newspaper. Some possibilities: you built a new and better skateboard; you saved a life; you raised a prize pig, etc.

22. Are you generally early for appointments, exactly on time, or late? Why? Be honest!

23. First, re-read everything you have written in the Yellow Pages. Next, think about it. Think especially about the why's -why a special kind of criticism hurts you, why you value a particular friendship, why you have a particular sense of time.

Personal Fears

Your fears are important traits that influence your interests and actions. For example, if you have a fear of heights the job of window washer is not a good career choice. It is normal to have fears. Although some people have more fears than others, very few people are truly fearless.

Understanding your fears will help you overcome them. Knowing what are real fears will help you on a personal level and on a career level. Have students create a list of the top 15 fears. What jobs would be poor career choices for each of the fears they listed?

Teacher's Note: Use the following fears to complete the list of 15 fears generated by students.

Common Fears:

water heights closed in spaces open spaces darkness
strangers men women rejection failure animals
rats dogs cats bats snakes insects bees
public speaking spiders germs

Knowing Yourself con't

Aptitudes are your natural talents. They are not abilities; however, having an aptitude makes it easier to develop a skill or ability. Even though you may have an aptitude in a field, you will not develop it as a skill or ability unless you work at it. For example, if you have an aptitude for sports yet never play any, you will not develop athletic coordination and ability. Similarly, not having an aptitude will make it harder for you to achieve in a chosen area. If you want to be a doctor and have no aptitude for math or science, it will be extremely difficult for you to succeed in that career field. This is not to say that you can not have a goal for a career that you do not have an aptitude for, rather you should understand the road may be a difficult one for you. There are several types of aptitudes: Mental Aptitudes, Physical Aptitudes, and Social aptitudes.

Party Exercise: Physically set up the room to include several discussion areas. Each area should represent a different interest group(environmental, science, political, social, artistic, etc.) be sure the area is appropriately labeled with a sign. Students must then decide which group they wish to join. After the room has clearly divided, ask students what motivated them to seek out that specific group.

Mental aptitudes are those that deal with the mind and may be logical in base.

Mathematical reasoning
Verbal reasoning
Logical reasoning
Abstract reasoning
Form and Color matching
Memory
Spatial perception
Imagination
Form and shape matching

Physical aptitudes are those things that come from shear physical strength or ability.

Agility
Coordination
Finger dexterity
Manual dexterity
Accurate hearing
Sharp vision

Social aptitudes have to deal with your ability to relate to others.

Interpersonal skills
Friendliness
Sincerity
Honesty

Now administer the SDS or aptitude test of your choice. Process the results with the class.

Self-Improvement

No matter where you come from, you alone control where you are going. Blaming friends, relatives, the environment, employers or society for past and present problems is a waste of time. Placing blame is easy but will never lead to a better personal situation. You hold the key to your future. If you don't feel qualified to determine your future, one of the ways to help you feel more confidant as you define your goals is to improve some of your weaker areas. Remember, self-improvement requires personal initiative and discipline. You cannot expect it to come overnight. You must take control, work hard and develop a positive attitude through the following ideas:

1. Keep your body healthy
2. Do not be controlled by others
3. Control your own feelings
4. Improve your self-image
5. Learn to communicate with others
6. Learn to compromise
7. Get organized
8. Establish a plan for self improvement

Let us take a look at the most critical of these components.

To become successful on or off the job, you must know and believe in yourself. Many have a negative self-image because they have grown up in environments that did not foster positive self-esteem.

Self-image problems lead to problems in the work place. Workers with low self-esteem do not take criticism well. They tend to be defensive and argumentative. They are unwilling to admit their mistakes and often lie to cover up. They do not generally get along well with others. To improve your self-image and discover your individual qualities ask the following questions:

1. What are your values--what is important in life to you?
2. What are your interests--what makes you happy?
3. What special skills and talents do you have?
4. Do you believe in yourself, why or why not?
5. How is your self-esteem?

APPENDIX D

Service Learning
Service Site
Materials

Section 2

Student Timeline

Attendance Record

Journal requirements

Project Outline

Written Evaluation Guidelines

Community Service Learning Timeline

(December 1993)

The community service course (CSL) will be the final course taken at the academy. Before the actual service the student must sign-up for and attend two three-hour workshops. It is the responsibility of the student to check with the tutors to determine when the workshops are offered. Each workshop will be offered once a month, so plan ahead! It is important to remember that this is a course and failure to successfully complete assignments on time may effect the student's evaluation. Below is a recommended timetable for completion of CSL.

1. With four courses left before CSL, check with the tutor for workshop dates.
2. Sign-up for times available.
3. Attend workshops.
4. Select an agency based on interest.
5. Contact agency for interview.
6. Report promptly to the interview.
7. During the interview, determine when you can work, commit to a schedule and start date.
8. Begin service experience.
9. Complete attendance log and journal daily.
10. Complete section one of the essay after 10 hours of service.
11. Fill out project form and return it to the academy for approval.
12. Attend bi-weekly seminars.
13. Complete section two of the essay.
14. Upon completion of the service hours; hand in the essay, including project evaluation, turn in the journal, and final time sheet.

The academy will conduct an evaluation with the service site upon the completion of the service hours. Credit will be awarded following the review of all required assignments and site evaluations.

Lancaster County Academy
Community Service Learning

TIME AND ATTENDANCE RECORD

Date	Time In	Time Out	Total Hours	Learner's Signature	Site Signatur

* Students should maintain this log on a daily basis. Make sure all signatures are obtained before you leave the site for the day.

Lancaster County Academy
Student Journal Requirements
(December 1993)

Students are required to maintain a daily journal of the happenings at the service site. Part of the purpose of this exercise is not only to develop self-assessment skills but to actually document those thoughts going through your head about the situations you encounter. The journal will be a basis for discussion during the weekly seminars. It is also a place to practice your writing and record your thoughts.

You may find it helpful to take your journal with you to each session at the service site and write your reflections before you leave, while your ideas and feelings are fresh. Keep in mind that even though the journal is for you, it will be checked by the coordinator for completeness.

Here is a list of some questions you may wish to answer as you begin your journal experience. You should feel free to adapt these questions to suit your needs. As you become more proficient in journal writing, you may develop your own methods.

1. What was the best thing that happened to me today?
2. What was the best thing I did today?
3. What new skills did I learn?
4. How did I get along with others? Why?
5. How could I have improved my response to a specific situation?
6. Did I receive any criticism today? Why and how did I respond?
7. What compliments did I receive and how did I respond?
8. What did I do to make me feel good about myself today?
9. Were there some things I wanted to say or do today that I did not? Why?
10. What did I learn from my disappointments/failures?
11. What did I learn about myself today?
12. What did I learn about those I served today?
13. How did my feelings change about those I served as a result of today's activities?
14. If I could change anything about today what would it be?
15. What is my goal for tomorrow?

Lancaster County Academy
Service Learning Project
(December 1993)

During the 60 hours of volunteer experience, each student must complete a service project. The project should be initiated by the student to satisfy the needs at the respective service site. The student must submit the proposal within the first two weeks of the service course to the coordinator for approval.

Proposal:

Student Name:_____
Site Manager:_____
Community Agency:_____
Name of Project:_____
Target Group:_____

Project description: What is your project? What results are you hoping to achieve through this project?

Need: Why is the project needed? What lead you to the project? For whom will this project be beneficial?

Student volunteers: Estimate the number of additional volunteers you will need.

Timeline: Give a brief outline of the tasks you hope to complete and the time frame in which they should occur.

Budget: List supplies, materials or financial assistance needed. Remember that your budget may be limited so devise ways that the necessary items can be generated through project efforts.

Adult Help: How will the service site manager and the school coordinator be needed?

Evaluation: How will you determine if the project was successful? The final evaluation of the project will be in included in the final section of your essay. Remember to evaluate your project experiences in your journal!

Approved signatures:

Project Student Manager_____
Service Site Manager_____
School Coordinator_____
Date approved_____
Date completed_____

Lancaster County Academy
Written Evaluation
(December 1993)

Each student must complete a three-page, typed, double-spaced, essay about his/her placement experience. The personal reflection should include personal reactions and an analysis of personal growth. The form must show clarity of idea, command of the English language, good mechanical structure, and be free of spelling errors. Always proofread!

Section 1 (*to be completed prior to the start of the service experience*)

A. Describe the organization to which you have been assigned.
B. Mention the goals of this organization and the type people/concerns of the community it serves.
C. What are your expectations of the assignment?

Section 2 (*to be completed after 10 hours of service*)

A. Describe your placement.
B. What hours do you work?
C. What are your current duties?
D. Describe how you would like to grow in your responsibilities and action with the site.
E. What are your personal goals for the placement?
F. What do you like most about this appointment?
G. How do you get along with your co-workers?
H. How are your cooperating skills developing?
I. What are you learning here that you could not learn in the classroom?
J. How is this experience affecting you on a personal level/professional?
K. Why is this alternative learning important to you?

Section 3 (*to be completed at the conclusion of the assignment*)

A. Provide a general analysis of your experience.
B. What is the difference between the expectations you had of your experience and what you actually experienced? Explain.
C. Has this experience encouraged you to become more involved in your community or pursue a line of work similar to this experience?
D. How have you benefitted from this out-of-class learning?
E. How have you grown personally?

Section 4 *(to be written after the project is completed)*

A. Briefly explain the nature of your project.
B. Note the difference between the expectations you had before you began the project and what you actually experienced.
C. Describe the ways in which your project was successful.
D. What problems did you meet/overcome?
E. What problems remain unsolved?
F. What did you gain personally from the project?

The essay should be organized as follows:

1. Title Page with Name, Date Started/Completed, Site Placement, Site Manager, and Placement Coordinator. This information should be centered from top to bottom and margin to margin.

2. All written material should have a one inch margin on each page.

3. All pages should be numbered at the bottom center of each page.

Section 3

Interim Site Evaluation

Final Site Evaluation

Lancaster County Academy
Interim Site Placement Evaluation
(December 1993)

Note to site manager: This form should be completed after the student has completed 10 hours of service.

Rating system based on a 1-5 scale, 1=poor to 5=excellent.

1. Does the student work well with community members?
   1 2 3 4 5

2. Does the student show initiative?
   1 2 3 4 5

3. Does the student exhibit proper workplace behavior?
   1 2 3 4 5

4. Does the student dress and act appropriately for his/her service placement?
   1 2 3 4 5

5. Does the student listen to instruction?
   1 2 3 4 5

6. Does the student follow basic and detailed instruction?
   1 2 3 4 5

7. Does the student get along with site personnel?
   1 2 3 4 5

8. Does the student maximize his/her time to service?
   1 2 3 4 5

9. Does the student apply concepts and knowledge previously learned at the service site?
   1 2 3 4 5

10. Does the students exhibit behaviors that would show the transition from student to world-of-work?

    1 2 3 4 5

Additional Comments:

Thank you for your assistance!

Lancaster County Academy
Final Site Placement Evaluation
(December 1993)

Note to site manager: This form should be completed after the student has completed his/her site placement.

Rating system is based on a 1-5 scale, 1=poor to 5=excellent

1. Did the student meet your expectations for service?
   1 2 3 4 5

2. As the experience progressed, did the student develop proper workplace behaviors?
   1 2 3 4 5

3. Did the student initiate and follow through on job tasks?
   1 2 3 4 5

4. Did the student maximize his/her time at the site?
   1 2 3 4 5

5. Did the student act in a professional manner while at the site?
   1 2 3 4 5

6. Did the student relate well to those he/she served?
   1 2 3 4 5

7. Did the student work well independently?
   1 2 3 4 5

8. If you had the opportunity to recommend this student based on the performance at your site, how would you rate the student?
   1 2 3 4 5

Briefly make any comments that might aid the academy in assessing the student's performance at your site.

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Thank you for your assistance!

School-to-Work
Strategies for the Adult Learner

Presented by
Diane Tyson
Rhonda Rumbaugh

Career Development Conference
April 28, 1998

'Mall school' grads rewarded for hard work

Melissa Barnett
Intelligencer Journal Staff

A mall with over 200 stores and restaurants provided a fitting commencement setting for a school that teaches work habits and supplies career opportunities.

The commencement was held Sunday for 22 students from the Lancaster County Academy, located in Park City Center.

The Academy, known as the "mall school," is an alternative school that gives students who have withdrawn from high school a second chance to complete their education. At the same time, students learn business skills through community volunteer efforts and internships. These experiences also help students make business connections that aid in job-hunting after graduation.

For many students, the Academy's program was a chance to steer their lives in a more productive direction.

"I joined the academy nine months ago, and I've had more positive experiences in the past nine months than in all my 17 years," student speaker James Konig said. "The academy taught us to move forward by confronting fear and overcoming it."

Konig interned at Liberty Travel in Park City and plans to attend college in Virginia.

Sherri Kay Rietschey spoke candidly about her experiences at the school.

"I was goofing around a lot at first. But I realized (the school) was a lot of work and concentration, and if I wanted to graduate I needed to work my butt off. And I did."

Rietschey plans to attend either Millersville University or Harrisburg Area Community College and earn a degree in criminal justice before enrolling in the Lancaster Police Academy.

The 22 graduating students were described as "special" by County Commissioner Ron Ford because — although they withdrew from high school — they still recognized the need for education in today's competitive, multinational business world.

"Life is not easy. Not everyone will pat you on the back. But you must keep on getting on," Ford said.

He urged the students to learn from successful businesspeople who are successful because they

Intelligencer Journal photo by Barry Zerber

Lancaster County Academy graduate Shana Lee May receives a congratulatory kiss from her 2½-year-old daughter Geneva.

Academy

Continued from B-1

set their goals high and focus intently on meeting them.

Five students received special recognition for their outstanding efforts and accomplishments in work, academics and volunteerism: Konig, Nancy Maldonado, Kate McAfee, Max Campbell and Geoffrey McCall.

Academy superintendent Dr. Jon J. Rednak credited the school's success to the support and determination of the students and the faculty. These efforts have made the school one of the top 10 alternative schools in the United States, he said.

"You have proven to your family and friends that you can do it," Rednak said to the graduates. "But don't stop here. You've made it here, you can make it there too."

140

111

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New Era photo by Richard Hertzler

United Parcel Service student helpers (from left) Allen Heinaman, Derrick Brennan, T.J. Freeman and Carlos Torres unload packages at Rockvale Square this week.

UPS solves holiday dilemma by starting school-to-work program

by Stephen Trapnell
New Era Staff Writer

They're not exactly reindeer that fly or North Pole elves, but they can get the job done.

In a new program, local high school students have been hired by United Parcel Service to help deliver gifts and packages during the busy holiday season.

The school-to-work program temporarily boosts UPS' employment rolls and offers students work experience and paychecks — eight bucks an hour.

"I think both sides here have gained a tremendous amount," said Ed Krow, a human resources representative at the UPS distribution center in East Petersburg.

Krow said the center has hired 71 students who ride with drivers, helping to sort and deliver packages. The company added another 19 seasonal workers to its base staff of about 420 workers in East Petersburg.

Thanks to the schools' involvement, I didn't have to advertise (for temporary employees) this year," Krow said.

In addition to receiving an hourly salary, students learn about how to land and hold down a job, said Diane Tyson of the Lancaster County Academy.

"They had to meet all the UPS standards," said Tyson, program director of the Park City Center academy for people who have dropped out of school.

She said the program included job applications and interviews, plus 12 hours of classroom training for students who made the cut. They learned about dealing with customers and operating the handheld computers that UPS drivers use.

UPS hired 12 Lancaster County Academy students, and some began helping to deliver packages at Park City and Rockvale Square outlet mall before Thanksgiving.

Other students hired by UPS came from Intermediate Unit 13, Lancaster County Career and Technology Center, and Manheim Central, Solanco, Warwick and Manheim Township school districts.

Krow said each district handled the program differently. Some gave students class work to take home so they could keep up with peers. In others, the UPS jobs fit with work-transition programs, and students may keep journals about their experiences.

Krow said students work part time or full time during the day, Monday through Friday. The schedule allows them flexibility to work their permanent part-time jobs or save evenings and weekends for holiday shopping and fun.

"That beats working 'til midnight the week before Christmas at a mall store," Tyson said.

Betty Amend of UPS' central Pennsylvania district said the school-to-work program eased the company's search for temporary holiday help. The district, which stretches from State College to Scranton, adds about 1,100 extra people this time of year, she said.

"The whole program to put together has taken about a year," said Amend, district human resources manager.

Krow said the students will help as the local distribution center's volume grows from about 37,000 packages a day at Thanksgiving to 47,000 per day before Christmas.

Tyson, of Lancaster County Academy, said stu-

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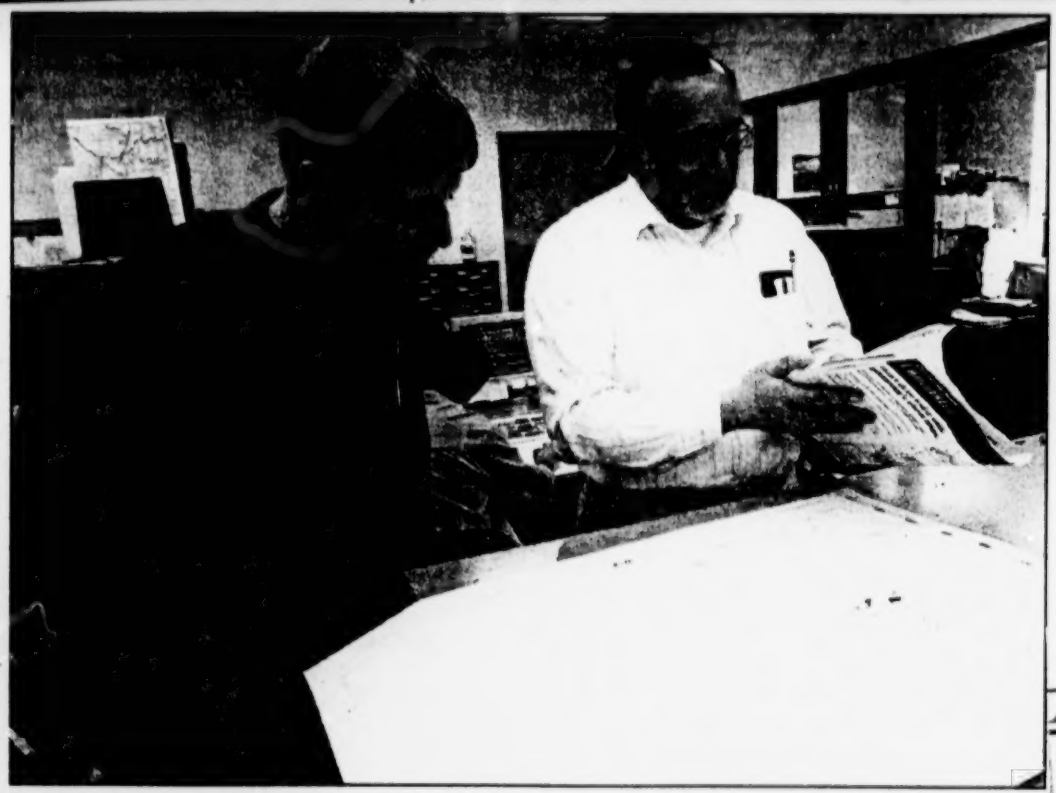
LANCASTER NEW ERA
February 4, 1998



New Era photo by Keith Baum

Lancaster County Academy student Eric Assmann and UGI Utilities Inc. engineer Barry Lieberman inspect local pipeline maps on "Groundhog Job Shadow Day" Monday.

Shadowing success

Students spend time in the 'real world' of work

by Tom Murse
New Era Staff Writer

Just like the groundhog, professionals around the county saw their shadows Monday.

But their forecast was quite different from Octorara Orphie's bleak prediction of more winter. They see a future that holds unlimited potential.

Early Monday, about two dozen high school students from across the county reported to work as part of a month-long job-shadowing program.

The goal is to give students, like 18-year-old Eric Assmann of the Lancaster County Academy, a taste of the careers they are pursuing.

Assmann — a senior starting training in heating, ventilation and air conditioning — witnessed the day-to-day operations of UGI Utilities Inc., 262 Conestoga St.

There was a major gas leak on North Lime Street, work on the Lancaster Train Station, maps of pipelines to be inspected — all the things the engineers and emergency crews do every day.

"This is a good chance to learn the skills," Assmann said, getting ready to put on a hard hat and go to the scene of the gas leak.

> "Our goal is to help students better prepare themselves for the workplace and the community"
>
> **Allen Tate**
> *Director, Jr. Achievement*

It's the first annual "Groundhog Job Shadow Day," organized by the Lancaster County School-To-Work Partnership and Junior Achievement of Central Pennsylvania.

The program is in response to a national push outlined by retired Gen. Colin Powell over the summer in Philadelphia. The initiative is called the National Summit for America's Future, and job shadowing is one of the programs to help students move into the work force.

"Our goal is to help students better prepare themselves for the workplace and the community," said Allen Tate, executive director of the area Junior Achievement program. "And this is just one more step in preparing them."

About 25 students from Manheim Township High School and the Lancaster County Academy participated in the first day. By the end of February, Tate said he expects more than 100 students from more schools to be involved.

Around the county, students went to work at places including Amrstrong World Industries, Smith Barney, Edward Jones, Max International,

More SHADOW on B-6

NEWS

Shadow

Continued from B-1

High Industries and WGAL.

"If they can have a good experience in what they feel are their career interests," Tate said, "then we've assisted in developing better employees."

Back at UGI, Assmann finished his day there in the early afternoon, after watching customer-service representatives at work.

He'll report back to the Lancaster County Academy this morning.

As for the future, Assmann said, "I've got a job lined up."

113

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New Era photo by Marty Hasey

Lancaster Academy students John Liggins (left) and Jon Coover twist apart pieces of metal from a Volkswagen beetle that's been in Chickies Creek for more than 25 years.

Bug busters

Their homework: take VW, bit by bit, from stream

by Jane Holahan
New Era Staff Writer

It's not unusual for a high school student to dissect a bug.

But when Lancaster County Academy students Jon Coover and John Liggins began dissecting a beetle along the banks of Chickies Creek in East Donegal Township, they found old Coke cans, blue jeans, work boots, and a sweater inside.

No, this bug isn't a creature from the black lagoon. It's a Volkswagen.

Legend had it the old car crashed into the creek during the Agnes floods 26 years ago, when the bridge washed out. Anyone who drove along Route 23 could see the VW sitting there near the intersection of Route 23 and Drager Road, propped up against a rock.

Coover, 19, and Liggins, 18, are dismantling the car piece by piece for their service learning project, a graduation requirement at the Lancaster County Academy.

The school, located in Park City, gives dropouts another chance to earn their high school diplomas. Both Coover and Liggins expect to graduate in June.

> "We're going to have to use a torch to get the frame out. That will be the toughest part."
> Jon Coover

Coover, who also works the night shift at M&M Mars in Elizabethtown, saw the car every morning on his way to school and thought it would make a good project.

They began Feb. 2. At that time, the car was propped up against a rock on the banks of the creek. Last week's heavy rains caused it to slip back into the water, where its dwindling presence is now.

"Jon (Coover) had helped out with our stream team, which does monitoring and cleans out local area waters," says academy instructor Bill Feeley. "This was neat because it was in an area near where John actually lives."

Because the car is lodged down a steep hill and surrounded by trees, there's no other way to get it out than to take it apart piece by piece.

"Everything is so rusted it all just kind of twists apart," says Coover of 29 Gwen Circle, Maytown, who expects the project to be finished in about two weeks. "But we're going to have to use a torch to

More BEETLE on B-2

Beetle

Continued from B-1

get the frame out. That will be the toughest part."

When they began the project, the car gave new meaning to the phrase bare bones. Stripped of its engine and transmission, the Beetle had no windows, no seats and no tires. Somehow, it did still contain Coke cans, a sweater, work boots and a pair of jeans. It's a mystery who owned the car at the time of its demise.

But the scrap will be worth some money. Coover says they will take the scrap to a recycling plant in Elizabethtown, and the money they get for it will be donated to the Mount Joy Library Association, which is building a new library.

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Lancaster County ACADEMY
EDUCATION EMPLOYMENT EXCELLENCE
TRAC

Creating opportunity through business and education partnerships.

Sponsoring Partners

- Columbia Borough School District
- Conestoga Valley School District
- Donegal School District
- Eastern Lancaster County School District
- Hempfield School District
- Intermediate Unit 13
- Lancaster Employment and Training Agency (LETA)
- Lancaster County Career & Technology Center
- Manheim Township School District
- Penn Manor School District
- School District of Lancaster
- Solanco School District

CAREER FUTURES

This document was produced with funds from the Lancaster County School-to-Work Partnership.

For more information please call: 295-2499.

Lancaster County ACADEMY

1202 Park City Center
Lancaster, PA 17601

**The TRAC program introduces learners to the workforce through small group workshop, and work-based internships. Building transferable employability skills is the focus of TRAC. Learners earn credits towards their high school diplomas while making career decisions.*

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Lancaster County ACADEMY
EDUCATION EMPLOYMENT EXCELLENCE
TRAC

Creating opportunity through business and education partnerships.

1202 Park City Center
Lancaster, PA 17601
Phone: 717-295-2499
Fax: 717-392-8607
email: lca1@redrose.net

A second chance for out-of-school youth and adults to earn a high school diploma

Education, Employment Skills Training, & Career Exploration

For some students, the traditional classroom or school has not provided the ideal learning environment. As a result, they may have dropped out of school for a variety of reasons and now realize that their action was not well planned or thought out. The Lancaster County Academy provides a second chance to those who have left school to earn a regular high school diploma and acquire the needed work skills desired by today's employers. The Academy is a partnership between business and education, and it is free of charge for residents (age 16-20) of the sponsoring districts. Adult learners and those over age 16 who meet low income eligibility, regardless of residence, are also encouraged to apply.

The Academy offers:

- Opportunity to earn a regular high school diploma, not a GED.
- Self-paced instruction.
- Flexible hours.
- Career exploration and labor market awareness.
- Work-based learning experiences.
- Links to education and training beyond high school including college, military and workforce.

Admissions

Applications are available only at the Academy. No appointment is necessary. Eligibility can usually be determined on the spot. Once sponsorship is confirmed, testing to determine academic skills is scheduled.

How long will it take to earn a diploma?

How long it takes to complete the high school diploma requirements depends on two important factors:

- The number of credits successfully completed prior to leaving high school, and;
- Regular attendance.

When are classes offered?

The Academy follows an open entry/open exit design all year long. The Academy has a flexible class schedule that can accommodate work and family obligations. During the school year, the Academy offers three sessions a day, Monday through Friday:

9:00 a.m. to 12:00 noon

12:00 noon to 3:00 p.m.

5:00 p.m. to 8:00 p.m. (except Friday)

Summer hours - 8:00 a.m. to 4:00 p.m. (July & August)

Students must commit to a specific schedule and abide by it. Regular attendance is crucial for success, just as it is in the workplace. Students are responsible for their own transportation.

Lancaster County ACADEMY
EDUCATION EMPLOYMENT EXCELLENCE

Why is LCA different?

Self-learning and a self-paced curriculum are key features of the school. The Academy employs various education methods including self-study, tutoring, one-on-one instruction, small group discussion, cooperative learning, group projects, computer-aided instruction and experiential learning.

Collaborative efforts with business and service organizations are required of all students. The Academy recruits the business community and nonprofit and public service agencies to participate in the Academy's required School-to-Work and Service Learning components. Students spend 100 - 200 hours learning outside the classroom.

Location and Facilities

LCA can be found in the lower level Food Court area at Park City Center (exit off Route 30 West in Lancaster, Pennsylvania) near the elevator outside of J.C. Penney's. There is free on-site parking, and the mall is served by public transportation. A child care facility is operated in the mall.

The Academy utilizes a 10-station computer network to assist in both academic and employment skills training. Students also have access to the Internet, under staff supervision, for research and learning.

What if I have questions?

Contact the Lancaster County Academy at 1202 Park City Center, Lancaster, Pennsylvania 17601. Or call us at 717-295-2499.

Lancaster County Academy is a business and education partnership formed by the participating Lancaster County school districts, Yarmouth Inc., and Pennsylvania Department of Education. Lancaster County Academy is an equal opportunity employer.

School to Work for Adults

Designing a System for the "Second-Chance Learner"

Using the NOICC Career Development Guidelines

Self-knowledge

Skills to maintain a positive self-concept (*may need development*)

Skills to maintain effective behaviors *(may need development)*

Understanding developmental changes and transitions

Personality profile, group projects, self-study on "soft skills"

Educational and Occupational Exploration

Skills to enter and participate in education and training

Skills to participate in work and lifelong learning

Skills to locate, evaluate, and interpret career information

Skills to prepare to seek, obtain, maintain, and change jobs

Understanding how the needs and functions of society influence the nature and structure of work

career report, mock job interview, resume, job search techniques, field trips

Career Planning

Skills to make decisions

Understanding the impact of work on individual and family life

Understanding the continuing changes in male/female roles

Skills to make career transitions (*career planning)*

Five-year plan, informational interview, job shadows

Service Learning and unpaid internship experiences provide excellent opportunities for learning in all areas.

Employability Skills

These important skills can be mastered through a Service Learning experience

Skill	*Activity/Date*
Listen to customers, clients and employers without interrupting	_____
Ask questions appropriately	_____
Use appropriate and effective speech and grammar	_____
Speak clearly and concisely	_____
Understand verbal and written instructions	_____
Demonstrate appropriate personal grooming and hygiene standards	_____
Maintain appropriate personal appearance throughout the day	_____
Project a positive image	_____
Demonstrate good manners and common courtesy	_____
Show respect to coworkers and supervisors	_____
Develop and maintain personal enthusiasm	_____
Show positive attitude to each task	_____
Demonstrate understanding and tolerance of a wide variety of types of people	_____
Demonstrate reliability by completing assignments	_____
Work as a team member	_____
Use resources (time, money, materials, people) effectively	_____

BUSINESS EDUCATION PARTNERSHIP OPPORTUNITIES

Lancaster County Academy is meeting a community need by giving high school drop-outs a chance to earn a diploma and develop valuable employability skills. Our students are age 16 through adult. Most have past job experience but may have not yet determined a career goal.

We believe strong business-education partnerships are vital to our success and invite your participation in our efforts. Your experiences and perspective on Lancaster's economic climate will add to our student's understanding of the workplace.

HOW YOU CAN HELP

GUEST SPEAKERS

Students relate to real-world examples. Share your experiences for an hour.

Suggested topics:

- Teamwork
- Image and Presentation
- Employee/Employer Rights
- Time Management
- EEOC/ADA
- Conflict Resolution
- Employment & Drug Testing
- Goal Setting
- Customer Service
- Workplace safety

PROJECT ADVISORS

Guide students as they complete work-related group projects which could include student-run companies, surveys, job fairs, research, etc. Help them develop problem solving skills as part of a team. Advisors needed for about 1 hour/week for 6-8 consecutive weeks. Dates and times are flexible.

MOCK JOB INTERVIEWS

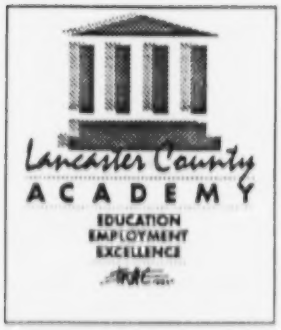
Give students the experience of a simulated job interview. Post-interview critique and tips can help students improve their interview skills for the real thing.

MENTORS: INTERNSHIPS AND JOB SHADOWING EXPERIENCES

On the job experience is the best learning experience. LCA students must complete unpaid internships or participate in a job shadowing experience. Your worksite gives students in-depth exposure to the working world. Dates and times are flexible. Consider placement with your technical, clerical or service staff.

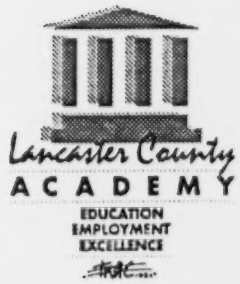
CAREER EXPLORATION INTERVIEWS

Share an insider's view of your career and industry. Describe your career path and the highs and lows of your job. What advice would you give to someone considering your career? You can schedule in-person interviews at your business or the Academy. Telephone interviews can also be arranged.



How recent graduates used the service learning experience to further explore their occupational interests.

Career Goal	Service Site
Landscape Architect/Groundskeeper	County and Municipal Parks
Nurse/Physical Therapist Medical Technology	Nursing Home Hospital
Teacher/Childcare Worker Child Psychologist	Literacy Corps YWCA Boys/Girls Club
Carpenter Construction Trades	Habitat for Humanity Housing Development Corporation
Culinary	Meals on Wheels Local food kitchen
Sports trainer	Little League umpire Youth basketball coach
Environmental Career Fish/Wildlife/Park Ranger	LCA "Stream Team" monitor Local conservation groups
Graphic Artist	Community Art Gallery
Retail League	Local trift shop run by Junior
Musician	Organize a benefit concert
Business	United Way Campaign volunteer Chamber of Commerce Economic Development Company
Computers	Design web page for non-profits
Accountant	Volunteer Income Tax Assistance
Paralegal	Central PA Legal Services
Social Worker	YWCA Teen Parent Program Teen "Hotline" volunteer



Diploma *Plus*

A Working Partnership for Students and Employers

Lancaster County Academy
U.S. Department of Labor
School-to-Work Grant for Out-of-School Youth
Award - $100,000.00

Purpose: To enhance and increase work-based learning opportunities for Lancaster County Academy students to include manufacturing, industrial technology, electronics, building trades, transportation/distribution, medical technology and computer software-specific training. The Academy will enhance it's comprehensive career planning activities, including assessment, employment skills training and service learning.

The grant will be used to:

1. Perform a job analysis for one entry-level, career-track job at each participating employer.

2. Assess skill level of each student participant using valid assessment. (School-based & work-based)

3. Integrate instructional support components into existing academic and technical curriculum. (school-based)

4. Identify the academic and technical content of the specific work-based placements through an on-the-job training outline and determine the appropriate skill level required for academic credit.

5. Apply work-based academic competencies to Lancaster County Academy diploma requirements.

6. Begin articulation with post-secondary institutions and apprenticeship programs for advanced training. (connecting)

7. Provide support services (transportation, child care, counseling, etc.) as required to insure reasonable success. (connecting)

8. Work with participating employers to facilitate mentoring relationships and industry group networks to enhance connecting activities component. (Connecting)

9. Provide links to occupation-specific skills training through adult education/ABC courses.

Expected outcomes: Out-of-school youth will earn diploma and receive technical skill training *simultaneously*, not consecutively. This should shorten the time needed to earn a diploma and enter a "career track", thus diminishing the tempation to abandon an academic education for a paycheck.

Diploma *Plus*

A Working Partnership for Students and Employers

Who: The Lancaster County Academy
The Lancaster County Career & Technology Center
Employers with training opportunities in manufacturing, industrial technology, electronics, building trades, transportation/distribution, medical technology, office and administrative services

Letters of support from: Private Industry Council, Job Center, Millersville University, Harrisburg Area Community College, Stevens State School of Technology, PA Department of Education Office of School-to-Work Opportunities, Lancaster-Lebanon Tech Prep Consortium and six Lancaster County school districts

When:	
Nov - Dec 1997	Business partner recruitment
January 1998	Student testing, exploration
	Partnership agreements finalized
	Job profiling
February 1998	Student career exploration/job shadows
	Train the trainers
	Job outlines crosswalked with academic competencies
March 1998	Job training can begin/academic requirements pursued
April 1998	Paid job training/academic requirements pursued
May 1998	Paid job training/academic requirements pursued
June 1998	Graduation with move to full time employment
After June 1998	*Ongoing schooling, career exploration, and training opportunities*

Where:	
Lancaster County Academy	Diploma requirements Academic remediation Career Exploration Work skills remediation
Lancaster County Career & Tech Center	Technical training Career Exploration
Employer's business	Company tours/job shadows Job-specific paid training Diploma Requirements

Why: Diploma *Plus* will further enrich the school-to-work experience of current and future out-of-school youth. All students will benefit from more complete skills assessment; those with an interest and aptitude will have the opportunity to explore and train for high demand occupations in manufacturing, light industrial and technical/computer areas. Out-of school youth will earn a diploma, receive technical training if needed, and on-the-job training *simultaneously*, not consecutively. This should shorten the time needed to earn a diploma and enter a "career track" job, thus diminishing the temptation to abandon an education for a paycheck.

Diploma *Plus*

A Working Partnership for Students and Employers

EMPLOYER BENEFITS

- Job profile for one entry-level career path job
- Training for your job trainers
- Access to academically competent trainees
- Reduced turnover - Trainees who have explored your company through tours and job shadows and are interested in long term employment with you
- Customized academic instruction to meet job demands
- Introductory technical training for participants when required
- Access to year round academic support
- Control over hiring, firing, work discipline

EMPLOYER RESPONSIBILITIES

- Identify entry level job with a career path
- Provide company tours and short term unpaid job shadows
- Work with **Diploma *Plus*** program to develop a training outline and identify academic competencies met on the job
- Offer a paid training experience of to-be-determined length
- Develop a 4-6 hour training day so students have time to complete academic requirements
- Make every effort to hire participant full time after graduation/training completion

DIPLOMA *PLUS* STUDENT BENEFITS

- Work skills assessment under Work Keys system
- Work skills remediation to reach job requirements
- Access to a career path job with a well established company
- Academic credit for course competencies met on the job
- Access to child care, transportation and counseling assistance if needed during training
- Flexibility to schedule school hours around training commitments
- Short term technical training as required

DIPLOMA *PLUS* STUDENT RESPONSIBILITIES

- Complete core employability skills training
- Complete extensive career exploration to include tours and job shadows
- Maintain 80% competency level for all academic and technical courses
- Maintain workplace attendance standards at school and in training
- Request assistance with child care, transportation and counseling if these are barriers to success

Lancaster County Academy
TRAC Progress Form
Level 1

Name: _____ ID# _____

☐ **Initial Evaluation**

I. OFF-THE-JOB TRAINING

A. Work Readiness - Employability Skills

1. *Time Management and Organizational Skills*
☐Use of daily, weekly, and monthly planner
☐Short & Long Term Goals worksheet (THIS IS A 3 MONTH PROCESS)

2. *Communication Skills*
☐ Effective Communication Skills worksheet
☐Written Communications (See Business English)
☐Basic Body Language
☐Cultural Diversity

3. *Personal Appearance and Presentation*
☐Basics of Personal Hygiene
☐Dress for Success

4. *Human Relations Skills*
☐Basics of Customer Service
☐Positive Attitude
☐Conflict Resolution

5. *Code of Conduct at Work*
☐Basics of Work Appropriate Behavior
☐Off-the Job Behavior
☐The Problem of Employee Substance Abuse

6. *Applied and Personal Math*
☐Personal Budget
☐Business Accounting Terms
☐Review of Business Math

7. *Safety*
☐Safety in the workplace
☐Correct Lifting Demonstration
☐Health and hygiene standards
☐ Sexual Harassment

8. *Employee Relations*
☐Rights and Responsibilities of Employees and Employers
☐Overview of anti-discrimination, EEO, and affirmative action
☐The roles of unions and employee organizations

9. *General computer & office equipment skills*
☐Computer use (see Business English)
☐Knowledge of how computers are used in business

TEST - PART A _____

B. Career Exploration & Awareness

1. Career Assessment

☐Interest Inventory

☐Career Choice Statement

2. Career Information

☐ Occupational Clusters information

☐PA Jobs worksheet

3. Career Exploration

Career:_____

☐Information interview (See Business English)

☐Planning worksheet

4. Goal Setting

☐5 year plan, 1 & 2 year strategies

II. On The Job & Project Training

A. Internship

☐Timesheet

☐Report/Presentation

B. Projects

☐Report/Presentation

☐Worksheet

C.Workshops/Guest Speakers/Job Shadowing Experiences

A minimum of 6 experiences. Guest speakers are MANDATORY.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

D. Job Preparation

☐Mock interview

☐Resume, cover letter, and thank you letter (See Business English)

☐Employment Information Summary

☐References

A Newsletter for the School-To-Work Initiative

CAREER FUTURES

A COMMUNITY PARTNERSHIP

Volume 1, Number 3 SPRING 1998

WHAT'S INSIDE . . .

1 *Key to Virtual Classroom. . .*

2 *What Unions Can Contribute to STW. . .*

2 *STW Activities of the Year. . .*

4 *Business Education Exchange Program. . .*

MISSION STATEMENT

Our Local School-To-Work Mission is: "To establish, implement, and maintain a universal, high quality School-To Work system that will enable youth to identify and navigate paths to productive and progressively more rewarding careers."

School-To-Work: Key To The Virtual Classroom

Students gaining a firsthand look at information technology in action at a cutting-edge graphic arts company; teachers listening to discussions of total quality management; a high school trigonometry class accessing a nearby manufacturer via the Internet for material to support application of trigonometric theory; an aspiring curator spending time after school at a fine arts museum; parents and tenth graders learning about career fairs and company open house dates as an interest in preliminary career planning kicks in. Sounds idealistic? It's not. The opportunity for all of this and more is possible right now in Lancaster, Lebanon, York, Dauphin, Cumberland, Perry, Adams and Franklin counties through eight regional School-To-Work Partnerships. Each of these industry-chaired Partnerships has forged linkages with business and industry that literally expand the classroom, embracing technologies, professional expertise and learning resources that connect textbooks and lectures to real world practice.

There are critics of School-To-Work who accuse it of narrowly railroading students to jobs in the workplace, as if to say that observing how education applies to the workplace compels a bondage to that particular "workplace." But since School-To-Work is to include all students, all workplaces are fair game for illustrating how education and performance success in life are connected. If, as a by product, students get to encounter options for career mapping, fine; however, job changes are expected to occur as many as six or seven times in the near future, and career changes are an accepted fact - ask anyone who's left military service. To navigate such change, a solid, fundamental education must first be in place. School-To-Work helps anchor that education in the minds of young people, regardless of whether they've set their sights on the Ivy League or a machining apprenticeship. Through School-To-Work students, teachers and parents have the chance to "experience" education as applies to getting things done, and it broadens the scope of curricula by putting learning into a dynamic but locally based context. School-To-Work helps assure a closer alliance between tomorrow's human resource base and a community's well-being.

Rob McIlvaine
Director of Workforce Development
MANTEC, Inc.

LANCASTER COUNTY STW PARTNERSHIP

Belief Statement

It is believed that all students are to be provided the opportunity:

- To develop an awareness of career employment opportunity,
- To develop a respect and appreciation of work and work's importance in society and in their future,
- To develop a focus on career goals that are consistent with their interests and activities,
- To experience work options and develop decision making skills to bring about wise career choices,
- To develop and apply technical, academic, and workforce skills that will support students in successfully managing their careers.

What Unions Can Contribute to School-To-Work Systems

UNIONS CAN CONTRIBUTE VALUABLE NETWORKS AND WORKPLACE KNOWLEDGE BY:

- using direct links to thousands of private- and public-sector employers;
- using established links and communication mechanisms to fourteen million unionized workers;
- sharing their long history of working with employers on training and skill-upgrading initiatives;
- leading the effort to ensure safe and healthful workplaces;
- applying understanding of workplace dynamics, work and technology, workplace change, and all aspects of industry.

UNIONS CAN GIVE YOUNG PEOPLE UNIQUE LEARNING OPPORTUNITIES BY:

- teaching youth about what workplaces look like and how workers help define workplace processes;
- working with educators on school-based and work-based career-activities; giving students and teachers opportunities to learn about the labor movement and labor history;
- teaching youth how workers and unions shape and maintain fair workplaces and build the middle class;
- making students aware of their rights and responsibilities in the workplace; teaching youth about labor laws, management relations, and problem-solving skills and abilities;
- recruiting and training STW mentors, giving frontline shadowing opportunities to students and teachers;
- recruiting and training workers to work with specific teachers and schools;
- using union-run training programs and apprenticeship centers to provide hands-on learning opportunities.

UNIONS CAN HELP WITH STW SYSTEM BUILDING BY:

- providing access to and recruiting unionized employers to participate in STW activities;
- providing program models for serving youth from diverse backgrounds, linking young women with nontraditional work, and serving youth with disabilities;
- contributing knowledge about work-based learning;
- providing models for integrating academic and vocational education;
- helping STW systems focus on career paths with strong employment potential;
- ensuring that STW initiatives comply with all labor laws and all worker protections in the STW Act;
- helping to bridge the communication gap between educators and employers.

Reprinted from* Involving Unions in School-To-Work Initiatives: *Human Resource Development Institute, AFL-CIO

C.S.O.L.'S 1997 School-To-Work Accomplishments

1997 was a busy year for Community Services of Organized Labor. Throughout the year, C.S.O.L. continued to recruit workers from local unionized companies and conducted two training sessions for them. There are now nearly twenty workers ready to participate in School-To-Work as models for job shadowing experiences, workplace tour guides, and/or classroom speakers. We are anxious to begin a pilot program with one or more of the county school districts.

In December of 1997, C.S.O.L. representatives attended a School-To-Work conference in Washington D.C. sponsored by the AFL-CIO Human Resources Development Institute. The conference gave us the opportunity to discuss STW efforts with individuals from partnerships all over the country. In addition to many new ideas, we also brought back with us numerous curriculum materials for grades K-12 which will help teach students in Lancaster County about the work of work. For information on curriculum materials or running a pilot program with C.S.O.L., contact Jean Martin or Dara Slater at 392-2518.

Dara Slater, STW Labor Coordinator
Community Service of Organized Labor

Would you like someone knocking on your door? **see yellow insert . . .**

SCHOOL-TO-WORK ACTIVITIES OF THE 1997-98 GRANT YEAR

	Coc	Col	CTC	Eph	Hem	IU13	LCA	LS	MC	MT	PM	PV	So	Wa
SCHOOL-BASED														
Career Awareness	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Career Exploration	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Career Counseling	●	●	●	●	●		●	●	●	●	●	●	●	●
Career Assesment	●		●	●	●		●		◆	●		●	●	●
Assisting In A Class	◆				●		●	●	●	●		◆	●	●
Advisory Committee	◆		●		●		◆	◆	●	●	●	◆	●	●
Curriculum Development	●	●	●	●	●	●	●	●	●	●	●	◆	●	●
Professional Development	●		●	●	●	●	●	◆		●	●	●	●	●
Career Pathways	●	●		◆	◆		●	●	◆	●	●		●	●
Portfolios	●	●	●	●	◆	●	●	◆	◆	●	●	◆	●	◆
Employment Certificates							◆					◆		
Applied Learning Methodologies		●	●	●	●	●	●	◆		●		◆	●	●
Evaluation Models			●		●	●	◆●			●		◆	◆	◆
Career Planning Model					●		◆●		◆	●		◆	●	◆
WORK-BASED														
Career Day	●	●		●	●		●	●	●		●	●	●	●
Site Visits	◆		●	●	●	●	◆		●	●	●	●	●	●
Service Learning	●				●	●	●	◆		●	●	◆	●	●
School Enterprise					◆		◆			●			●	●
Work PLace Mentor					●		◆●		◆		●		◆	●
Cooperative Education	●	●	●				◆		●	●	●	◆	◆	
Job Shadowing		●	●	●	●		●		●	●	●	●	●	●
Work Experience		●			●	●	●		●	●	●	◆	●	●
School-Sponsored Enterprise							◆			●		◆	●	●
On-The-Job Training		●			●	●	●	●	●	●		◆	◆	●
CONNECTING ACTIVITIES														
STW Survey Of Graduates	◆	●		◆	◆		◆		◆		●		●	
Out Of School Youth Initiatives	◆			◆	●		●							
JTPA STW Initiatives	◆			◆		●	●						●	●
Matching Students With Employer	◆	●	●	◆	●	●	●		●	●	●	◆	●	●
Link School, Site, Teacher, Student	◆			◆	●		●		●	●		◆	●	●
Integrate Schl/Work-Bsd Learning	◆			◆	●	●	●	◆	●	●	●	◆	●	●
Integrate Acad. & Occup. Learning	◆		●	◆	●	●	●			●	●	●	◆	●
Training Teachers, Mentors, Couns.	◆		●	◆	◆	●	●			●			◆	●
Follow Up With Program Particip.	◆			◆	◆		●						●	●

•For information regarding specific districts' activities, call the School District office and ask for the district's School-To-Work coordinator. For county and/or regional information, call the School-To-Work office: (717) 464-7050, Ext. 5

KEY

Coc - Cocalico Col - Columbia CTC - Lancaster County Career & Technology Center Eph - Ephrata Hem - Hempfield IU13 - Lancaster Lebanon IU13 LCA - Lancaster County Academy LS - Lampeter Strasburg MC - Manheim Central MT - Manheim Township PM - Penn Manor PV - Pequea Valley So - Solanco Wa - Warwick

● A Continuing Activity ◆ A Planned Activity Not Addressed At This Time

The School-To-Work Opportunities Act establishes a national framework to broaden the educational, career, and economic opportunities for all youth through partnerships between businesses, schools, community-based organizations and State and Local Governments. STW is for life-long learning. The activities listed at left are examples of career development in Lancaster County School Districts. Not all students in the districts are participating in all activities at this time. Many of the endeavors are in the pilot stage with the expectation of replicating in the 1998-1999 school year.

CAREER FUTURES
A COMMUNITY PARTNERSHIP
LCCTC, 1730 Hans Herr Dr.,
PO Box 527,
Willow Street, PA 17584

Lancaster County School-To-Work Partnership
(717) 464-7050 Ext. 5
Fax: (717) 464-9518

For information regarding services, activities, programs, and facilities that are accessible to and useable by both handicapped persons and persons of national origin minority who lack English skills, contact Don Kinser, supervisor of Guidance, Lancaster County Career & Technology Center (717) 653-9501.

The schools affiliated with the Lancaster County School-To-Work Partnership, in compliance with Federal and State laws, are committed to the policy that all persons shall have access to programs, admissions, and employment without regard to race, religion, sex, national origin or handicap, age or status as a disabled or Vietnam era veteran. Direct affirmative action inquiries to the school office or to Donald A. Kinser, Title IX Section 504 Coordinator, Lancaster County Career & Technology Center, 1730 Hans Herr Dr., PO Box 527, Willow Street, PA 17584-0527 (Phone (717) 653-9501).

For information regarding the Americans with Disabilities Act (ADA), the rights of an individual with a disability, our obligations under ADA, or grievance procedures, contact Thomas G. Ryder, ADA Coordinator, 1730 Hans Herr Drive, PO Box 527, Willow Street, PA 17584. Telephone (717) 464-7050.

If you wish to be included on the Career Futures mailing list please call the School-To-Work office at (717) 464-7050 Ext. 5. Articles can be submitted at anytime to: LCCTC, 1730 Hans Herr Dr., PO Box 527, Willow Street, PA 17584

BEEP Business/Education Exchange Program

As the link between one's education and job potential becomes more apparent, so too does the link between those who educate and those who hire. Traditionally, that link has been a tenuous one at best. To strengthen it, the Chamber has joined forces with the Intermediate Unit 13 in the endeavor called BEEP.

Four educators (teachers or administrators) from three school districts are paired with business people from manufacturing, retail and service industries. Together, they spend a day in orientation learning how the worlds of education and business are changing, what employers are looking for in today's employees, what educators are doing to better prepare their students for the world of tomorrow, and what they might gain through this program to take back to their respective environments.

The next step in the program is for each of the pairs to find two mutually convenient days in a six-week period - one for the business person to spend in the world of the educator, and one for the educator to spend in the world of business person.

The final step begins with a morning session in which the educators come together to develop an action plan for their respective districts based upon what they've learned. They are joined by the business partners for a luncheon wrap-up during which those plans are discussed and suggestions are made.

WHAT BUSINESS GAINS:

- A better understanding of how students are educated.
- A first-hand look at the schools' viewpoint, the structure of the curriculum, and teaching flexibility.
- An awareness of the benefits that students receive from businesses making themselves more available to local schools.
- An opportunity to present firsthand the requirements, satisfactions and expectations of the business world.
- Helping to develop career awareness and vocational programs geared to specific local labor market needs.
- Alerting teachers to the skills job applicants lack, and helping them to develop these skills.
- Strengthening the commitment of school as a top priority and gaining an understanding that the school system is vital for the economic well-being of the community.

WHAT EDUCATION GAINS:

- A better understanding of the importance on integrating curriculum with the development of character, work ethics and team skills.
- A first-hand experience with on-the-job technology.
- An awareness of the global workplace open to today's students.
- Becoming part of the economic development and decision-making process for workforce development.
- Real life examples that can used in the classroom.

Through BEEP, business people and educators are given an opportunity to make a real connection through sharing knowledge, insights and aspirations. This unique one-to-one environment offers a building block for the transition from School-To-Work by meeting the growing need for understanding between the education and business communities.

The next BEEP session is scheduled to begin for Fall 1998.

Sandi Thompson
Executive Director
Private Industry Council

UPS Solves Holiday Dilemma By Starting School-To-Work Program

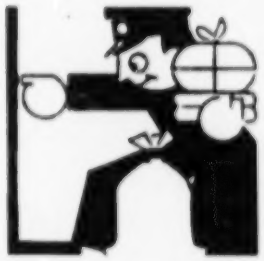
They're not exactly reindeer that fly or North Pole elves, but they can get the job done. In a new program, local high school students have been hired by United Parcel Service to help deliver gifts and packages during the busy holiday season. The School-To-Work program temporarily boosts UPS' employment rolls and offers students work experience and paychecks-eight bucks an hour. "I think both sides here have gained a tremendous amount," said Ed Krow, a human resources representative at the UPS distribution center in East Petersburg. Krow said the center had hired 71 students who ride with drivers, helping to sort and deliver packages. The company added another 19 seasonal workers to its base staff of about 420 workers in East Petersburg. Thanks to the schools' involvement, I didn't have to advertise (for temporary employees) this year," Krow said.

In addition to receiving an hourly salary, students learn how to land and hold down a job, said Diane Tyson of the Lancaster County Academy. "They had to meet all the UPS standards," said Tyson, program director of the Park City Center academy for people who have dropped out of school. She said the program included job applications and interviews, plus 12 hours of classroom training for students who made the cut. They learned about dealing with customers and operating the handheld computers that UPS drivers use. "They really picked up on the job skills...because they're already in that learning mode." Krow said. UPS hired 12 Lancaster County Academy students, and some began helping to deliver packages at Park City and Rockvale Square outlet mall before Thanksgiving. Other students hired by UPS came from Intermediate Unit 13, Lancaster County Career and Technology Center, and Manheim Central, Solanco, Warwick and Manheim Township school districts.

Krow said each district handled the program differently. Some gave students class work to take home so they could keep up with peers. In others, the UPS jobs fit with work-transition programs, and students may keep journals about their experiences. Krow said students work part-time or full-time during the day, Monday through Friday. The schedule allows them flexibility to work their permanent part-time jobs or save evenings and weekends for holiday shopping and fun. "That beats working 'til midnight the week before Christmas at a mall store," Tyson said.

Betty Amend of the UPS' central Pennsylvania district said the School-To-Work program eased the company's search for temporary holidy help. The district, which stretches from State College to Scranton, adds about 1,100 extra people this time of year, she said. "The whole program to put together has taken about a year," said Amend, district human resources manager. Krow said the students will help as the local distribution center's volume grows from about 37,000 packages a day at Thanksgiving to 47,000 per day before Christmas. Tyson, of Lancaster County Academy, said students also will learn skills they can use in future jobs. "Transportation and distribution is a growing labor market in Lancaster County," she said.

UPS article reprinted with permission from, The Lancaster New Era, November 28, 1997



Showcase of School-To-Work Best Practices in Lancaster County

On Wednesday, May 6 there will be a **Showcase of School-To-Work Best Practices** in Lancaster County held at the Southern Market Center, 100 South Queen Street, Lancaster. The Showcase will highlight businesses who are involved with schools in Lancaster County. The event will start at 7:30 a.m. with breakfast, speakers, and awards. The Showcase will run from 9:00 a.m. to 12:30 p.m. Lancaster County school districts will display unique and exciting School-To-Work (STW) partnerships. Invitations to attend the breakfast will be extended in April. The Showcase is open to the public.

If you are interested in attending the breakfast or have any questions about the event, please call the STW office, phone: (717) 464-7050 ext. 5.

School-To-Work speakers available for your organization, call the STW office for scheduling or more information, 717-464-7050 ext. 5

Did you take this opportunity to complete the yellow Connections Directory insert? Return to the School-To-Work Office, 1730 Hans Herr Drive, P.O. Box 527, Willow Street, PA 17584, fax: 717-464-9518. For more information call the STW Office, phone: 717-464-7050 ext. 5. Your busines involvement will assist in preparing lifelong learners to meet expectations and develop skills necessary to compete in a global environment.

THE SCHOOL-TO-WORK (STW) & TECH PREP (TP) INITIATIVES ARE ACTIVE AND GROWING AND WE ARE REQUESTING YOUR HELP. PLEASE COMPLETE THE FOLLOWING **CONNECTIONS DIRECTORY FORM** TO BE USED BY AREA SCHOOLS AS THEY FURTHER DEVELOP AND EXPAND STW/TP ACTIVITIES FOR ALL STUDENTS. PROVIDE SPECIFIC INFORMATION ABOUT YOUR COMPANY/ORGANIZATION AND YOUR LEVEL OF INTEREST IN FUTURE PARTICIPATION IN THESE EFFORTS. THANK YOU FOR YOUR TIME AND ASSISTANCE.

Company Name _____

Contact Person & Title _____

Street Address _____

City _____ **State** ___ **Zip** _____ **County** _____

Telephone _____ **Fax #** _____ **E-Mail Address** _____

Type of Company _____ **Number of Employees** _____

School District(s) where company(ies) is/are located _____

❑ **Assisting a Class** - being a guest speaker, evaluating student activities or projects, assisting with employability skills (i.e., job search strategies, resume writing, interviewing or explaining an aspect of the working world as it refers to your profession, etc.)

❑ **Company Tour/Visit** - assisting students through exposure to your working environment.

❑ **Job Shadowing** - providing opportunity for students to spend one day with a worker in the work environment. Parent/student involvement is encouraged.

❑ **Career Day** - assisting students in learning more about your particular profession.

❑ **Service Learning** - giving students unpaid work experience. Students learn planning, teamwork, responsibility, and specific work-related skills, through youth organizations, vocational clubs and community based organizations.

❑ **Work-Based Opportunities** - training on the job site. Examples: Apprenticeship, Internship, Cooperative Education (Co Op), Workplace Mentorship

❑ **Worksite Opportunities for Educators** - providing onsite experiences for teachers to gain workplace information to share with students: (Check all that apply)

❑ Visitation Only ❑ Weekend/Evenings ❑ Summer Work Experience

❑ **Business Education Exchange Program (BEEP)** - 3 ½ day commitment to link those who educate and those who hire. Partners receive orientation, spend a day in each others workplace, culminating in action planning.

❑ **Advisory Committee Membership** - assisting and advising program development. Examples include: vocational competencies, work-based learning and marketing. Area(s) of Interest: (Check all that apply)

❑Elementary School ❑Middle School ❑Secondary School ❑Career & Technology Center/Vocational

Have you participated in STW/TP in the past year? ❑Yes ❑No **Will you participate in the next year?** ❑Yes ❑No

Geographic Preferences:

❑Within School District ❑Within County ❑Within South Central Region (Adams, Capital Area, Franklin, Lancaster, Lebanon, York)

Return to: STW/TP Office, Fax: (717) 464-9518, Attn: Bridget Mazzocchi, STW Facilitator, Questions/Phone: (717) 464-7050 ext. 5

CAREER FUTURES